Residential College
TUSCULUM COLLEGE 2004-2005

ADMISSION POLICIES

Tusculum College is a distinctive institution that seeks students of good character who display academic promise. Our student population is diverse, and we welcome applications from all students who desire an education that is highly civic-minded and intensely practical. This education is rooted in the Civic Arts and closely analyzes those practices that exemplify good citizenship.

Students are admitted to Tusculum because they have demonstrated they are capable of doing college-level course work. In determining a student’s readiness for college, we examine academic records, class rank, SAT or ACT scores, extracurricular activities, and leadership.

All students wishing to enroll in the Bachelor of Arts degree program must have graduated from an approved or accredited secondary school or have a GED high school equivalency diploma and meet the following requirements to be considered for admission:

1. Submit a completed application for admission
2. Submit an official secondary school transcript(s).
3. Submit an official score report on the SAT or ACT or GED if applicable.
4. Transfer students with 24 or more transferrable semester hours do not need to send a high school transcript but must send official transcripts from all post-secondary institutions in which they were previously enrolled.

The College expects students to demonstrate their preparedness for college with a minimum 2.0 GPA in academic core courses. Students are recommended to have at least 12 such courses distributed as follows: 4 English, 3 math, 2 science, and 3 social studies. Study of a foreign language is not required; however, it is counted when calculating an academic GPA.

The curriculum at Tusculum places strong emphasis on writing, analytical reading, and critical analysis skills. Students are assessed for these skills early in their college careers. Assistance is provided to students needing further development for academic success.

Although a personal interview is not required for admission, prospective students are encouraged to visit the Tusculum campus and meet with an admissions representative. The Admissions Office is open from 8 a.m. to 5 p.m. Monday through Friday and 9 a.m. to 12 p.m. on Saturdays by appointment. To schedule an interview and visit the campus, call in advance of the intended date of arrival. Our toll-free number is 1-800-729-0256 or locally 423-636-7300.

Applicants are reviewed for admission once all required materials are received. Students who are offered admission are asked to submit an enrollment deposit of $200 to secure their place in the class. Deposits are fully refundable upon written request to the Office of Admis-
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All offers of admissions or financial aid will stand until May 1 if a student chooses to hold his or her deposit until that date. After May 1, the deposit is non-refundable.

Transfer Student Information: Transfer students must be eligible to return to the college previously attended. Transfer students must submit an official transcript for each post-secondary institution attended. Tusculum will consider transfer students with complete official transcripts that show an average of 2.00 or better. Tusculum College will accept as transfer credit only those hours that are earned at a regionally accredited institution.

The College accepts Associate of Arts or Associate of Science degrees from any accredited junior/community college. Students interested in transferring to Tusculum should be aware that upon receiving official transcripts from all institutions previously attended, the College will evaluate completed courses and will advise the student of the courses still needed to fulfill Tusculum’s general requirements. Transfer students will complete adjusted Commons and competency requirements according to their evaluation of completed courses.

Transfer grades of “D” and “F” are treated in the same way as those earned in Tusculum College courses. Therefore all transfer “D” grades are used as hours toward graduation; and all “D” and “F” grades are used to compute the grade point average. Grades of “D” cannot be counted in the total number of hours required in the major.

Academic Fresh Start: Academic Fresh Start is a plan of academic forgiveness provided for students who have not attended college for at least 4 years. This plan allows the calculation of grade point average (GPA) and credit hours toward graduation to be based only on work completed after returning to college. All prior college credit will be forfeited.

Student Requirements:
- Separation from all collegiate institutions for at least 4 calendar years
- At the time of admission as a degree-seeking student, submission of a formal application for admission
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• Description of an academic plan
• After acceptance, a student must complete at least 15 semester hours of earned degree course work with a minimum grade point average of 2.00 for all work attempted

Terms of Academic Fresh Start:
1. The student may be granted the Academic Fresh Start only once.
2. The student’s permanent record will remain a record of all work; however, the student will forfeit the use for degree or certification purposes of all college or university degree credit earned prior to the four-year separation upon granting of Fresh Start status. Previously satisfied placement test requirements will not be forfeited.
3. The student’s transcript will note that the Fresh Start was made and the date of the Fresh Start. The record will also carry the notation “GPA and credit totals are based only on the work beginning with the date of the Fresh Start.”

International Student Applicants: The review procedure for international students is the same as that required of all students. In addition, an international student applicant must fulfill the following requirements:
1. An international student must take the Test of English as a Foreign Language (TOEFL) and have a record of the results sent to Tusculum College. A minimum score of 550 is required on this test. This test is administered in the United States and abroad by the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540.
2. If the TOEFL is not taken, then an international student may complete the American Language Academy course level V and be admitted upon the recommendation of the director of that program located in the United States. The same applies for a student who enters a program of the English Language School, which has centers throughout the country. Tusculum requires that a student graduating from an ELS program must have completed Level 108 before being considered for full-time admission.
3. An international student must complete and return to the College the “Certification of Finances” form. This form will be supplied by Tusculum College and must be completed in conjunction with the student’s bank or similar financial institution. It is important that all financial arrangements be confirmed before the student arrives at Tusculum. If the international student is accepted and financial arrangements complete, the College will issue an I-20 form which will expedite securing a student visa.

Veterans’ Admission: Veterans must submit a certified Veterans’ Form DD 214 showing an honorable discharge with at least six months’ service. Seven semester hours of physical education credit will be awarded. Those still serving in the military will be awarded the seven
Special Student Status: Students who are not candidates for degrees from Tusculum College but are interested in attending classes will probably be placed in one of these three categories:

1. Transient Students — Students currently matriculating at another college who are in good standing may want to enroll as transient students. The normal application procedure should be followed, but in place of the transcript, a letter from the chief academic officer or registrar of the student’s institution must be sent to the Admissions Office giving special approval for the student to attend Tusculum College and specifying which courses may be taken. At the request of the student, a transcript will be sent to his/her college at the end of the enrollment at Tusculum. Enrollment in this status is for a limited period, usually not exceeding one semester.

2. Special Students — Tusculum College will admit students who do not wish to become regular students or candidates for degrees but who desire to enroll in one or more courses. Students seeking course credit to qualify for admission to undergraduate, graduate or professional programs may be enrolled as special students. Those students are required to submit applications, appropriate documentation to be reviewed by committee, and be interviewed before being admitted.

3. Auditors — An auditor is one who attends classes but is not required to participate in classroom discussions, submit work required of other students, or take examinations. Individuals who wish to audit one or more courses should submit an application at least two weeks before the beginning of the semester in which they expect to enroll and secure the permission of the instructor. A course that is audited cannot change to a credit course, nor can a credit course change to an audit course after the drop/add period.

Readmission: A former student who is seeking readmission should contact the Admissions Office. The Admissions Office will outline the admissions procedure.
STUDENT AFFAIRS AND
STUDENT SERVICES

Because Tusculum is a small college, the style of life on campus is that of a community, a group of people—students, faculty, and staff—working, learning, and living together. Attention is given to individual and community growth both in and out of the classroom. The staff of Tusculum College recognizes the importance of a well-rounded college experience to each student’s life. The Office of Student Affairs is primarily concerned with programs and services that create an environment conducive to personal and group development. As a result, the campus life staff supports and encourages varied co-curricular programs for students that, when combined with the academic program, provide an enriched college environment.

Orientation

All new students arrive on the campus early to attend the required orientation. Resident students check into their residence halls at this time. Resident students and commuting students meet to discuss issues that are unique to their respective groups. Special programs for parents are conducted during the beginning of the orientation period.

Worship Services

Voluntary worship services, conducted on the campus, are led by the College minister. Students are invited to attend Wednesday Chapel Services, Sunday Night Vespers at the College Minister’s home, and local church services.

Campus Activities

The campus calendar of events boasts films, dances, seminars, plays, and other events. The College sponsors these functions to enhance the educational experiences of Tusculum students. Students have the opportunity to attend events like the Tuesday Night Music Club, magicians, the annual Winter Formal, and a variety of novelty acts that visit campus throughout the year.

Tusculum’s location in the foothills of the Great Smoky Mountains is also naturally conducive to a variety of outdoor activities. Students often choose to fill their free time with hiking, camping, backpacking, or even whitewater rafting expeditions.

Students, faculty, and staff participate in the programs of many community organizations such as the Y.M.C.A., churches, social services agencies, the Little Theatre of Greeneville, and area schools. Through these interactions, Tusculum College and the Greeneville community have formed strong and lasting ties.
Cultural Activities

Convocations

The College sponsors convocations throughout the year, allowing the entire College community to gather. The Opening Convocation officially begins each academic year. Honors Convocation takes place late each spring and recognizes outstanding achievement among students, faculty, and staff.

Cultural Opportunities

The “Acts, Arts, Academia” program series sponsors events on campus throughout the academic year. In cooperation with the Greeneville Arts Council, a series of exhibits is on display in the J. Clement Allison Gallery. A variety of music, theatre, and dance events — including presentations from Tusculum Theatre, Tusculum Arts Outreach, and Tusculum College Community Chorus — take place in the Annie Hogan Byrd Auditorium and the David F. Behan Theatre.

Students’ Rights and Responsibilities

Each student possesses individual rights and responsibilities in the context of the college community. Tusculum encourages an atmosphere that promotes mutual respect and consideration for the rights of others. When students feel their rights have been violated, they have the responsibility to deal directly and informally with the persons involved. If this approach is not possible or does not eliminate the conflict, the student may take action through the Tusculum College Judicial System. This system provides a formal process to hear cases to determine the outcome and to set the penalty in all cases of the alleged violation of student rights or college policies. As a small college community working together to solve differences, we hope not only to create unity and acceptance but also to develop strong individuals willing to take responsibility for themselves and the community.

These principles are expressed in the Statement of Expectations for Members of the Tusculum College Community, adopted on April 17, 1991.

Tusculum College is a distinctive educational community whose members are committed to the cultivation of the Civic Arts. As evidence of our desire to belong to the community, we, members of Tusculum College, pledge ourselves

• To develop in and among ourselves the character virtues of integrity, compassion, and loyalty
• To the pursuit of practical wisdom; to the cultivation of good judgement and the courage to act on our examined convictions
• To honor civic mindedness through responsible participation in the collective life of the community
• To require of ourselves disciplined, sustained effort toward the achievement of the highest levels of academic and personal excellence of which we are capable
• To exercise honesty and forthrightness in dealing with people and information.

Organizations

Students, faculty, and staff have formed a variety of campus-based organizations in support of special interests and needs. The College encourages the formation of clubs and organizations as an effective method of developing leadership and enhancing interaction among members of the Tusculum community. Check with the Office of Student Affairs for a complete listing or information regarding the formation of a new organization. Organizations include honorary and professional groups, an on-campus radio station, service organizations, special interest groups, and sports clubs. An annual Clubs/Organizations fair is held at the beginning of the school year. Contact the Office of Student Affairs for specific dates and times. The following is a sampling of student organizations at Tusculum College:

Alpha Chi: Membership is by invitation and requires a cumulative average of 3.25 and junior or senior status. This national honor society was established to recognize those students showing outstanding academic achievement.

Athletic Trainers Club: The Athletic Trainers Club is designed for athletic training majors to come together as a team. The club works closely with the Athletic Trainer at the College to learn more about the role of athletic trainers.

Bonwondi: Bonwondi Club is designed to meet the needs of minority students at Tusculum College. Bonwondi sponsors a variety of educational and social events to enhance the understanding of issues faced by minority students. Bonwondi is open to all interested Tusculum students.

ACE (All Campus Events): ACE is responsible for providing entertainment programs and events to Tusculum students and sponsors comedy and music concerts, movies and other special events throughout the year.

D.J. Club: Open to all interested in the student radio station, WTPL. Members work to improve the station’s programming and to increase student involvement and interest.

Physical Education Majors Club: A club designed for any student interested in physical education as a major. The club offers opportunities for involvement in the state association and in club-sponsored social activities.

Pioneer Student Newspaper: The student newspaper is published by students every block. Students can earn college credit through the minicourse program and also gain experience by working on a student-run journal.

Student Government Association: The Student Government Associa-
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The Student Government Association (SGA) is the official voice of all Tusculum students. It is an elected organization which serves as a student liaison to the administration, a forum for the discussion of student concerns, and the focus of leadership for clubs and activities. The SGA is composed of an Executive Council of officers and a Legislative Council of representatives. The SGA is responsible for the distribution of a portion of the fees, which is used to support campus organizations, student activities, and special events and programs.

TUSCULANA Yearbook: The Tusculum yearbook functions with the assistance of a faculty or staff advisor. Interested students are invited to apply for staff positions, regardless of previous experience.

Fellowship of Christian Athletes (F.C.A.): This well-known organization promotes Christian principles among student athletes.

Greek Life

Founded upon Christian ideals and inspired to support scholarship, community service, and the notions of wholesome brotherhood and sisterhood, Tusculum College embraces Greek-letter organizations as an important part of the campus community. The institution recognizes that Greek life offers unique opportunities for leadership as well as social and moral development. Sororities and fraternities share responsibility with the College for facilitating the learning process for students and for cultivating an environment that enriches the campus and educational experience. While recognizing that social interaction is a major component of Greek life, the College holds its Greek-letter organizations to the Christian ideals upon which they were founded and declines to endorse any fraternity or sorority that wishes to function merely as a “social club.”

In support of its mission, Tusculum College is dedicated to principles that provide direction for the Greek Community:

• Promoting the intellectual, social, recreational, and moral development of students;
• Providing training in leadership skills and other personal and social skills;
• Promoting student involvement in co-curricular activities and community service projects;
• Promoting Greek Life as a productive and viable lifestyle on campus; and
• Promoting an appreciation for diversity.

Residence Life

Living on campus increases the level of involvement in both academic and co-curricular activities and, therefore, heightens the impact of the total college experience.

Programs in residence halls are designed to encourage students’
intellectual growth while developing healthy social and interpersonal
skills. Each hall has its own elected council to provide leadership in
activities, student conduct, and the general living environment. In ad-
dition, resident advisors are students carefully selected and trained as
staff members to provide supervision, peer counseling, programming,
and policy enforcement. The Office of Student Affairs staff provide su-
ervision and support of all housing operations and programs.

Students are housed in Katherine Hall, Haynes Hall, Welty-Craig
Hall, the Charles Oliver Gray complex, one of four apartment build-
ings or campus houses. Room and roommate assignments for new stu-
dents are made by the Director of Residence Life after the returning
students have made their room selections. Mutual requests for room-
mates will be honored whenever possible. Single rooms may be avail-
able to students at an additional cost per semester on a space available
basis.

All Tusculum students, with the exception of married students, stu-
dents living at the primary residence of their parents or guardians, or
students granted an exception by the Director of Residence Life, are
required to live on campus.

Rooms are furnished with single beds (twin, extra long), mattresses,
 dressers, desks, and chairs. Rooms are rented for the full academic year
unless other arrangements are made in advance. The Residence Hall
Contract must be signed prior to being assigned a room.

Laundry facilities are supplied in each residence hall for use by resi-
dent students only at no additional cost.

Career Counseling Services

The Office of Career Counseling serves two important functions: 1) career choice and development, 2) employment skills development. The office serves alumni as well as currently enrolled students.

Students are encouraged to begin career development programs upon entering Tusculum and continue them throughout their college experience. Services include personal meetings, seminars, and advising regarding choice of academic major and/or career directions.

The office provides programs to instruct students and alumni in methods of how to secure employment and provides assistance in constructing resumes, develops interviewing skills, and records personal data for a permanent placement file. The office maintains current information about full-time, part-time, and internship opportunities. Employer representatives are invited to campus for interviews with students. A graduate study library (maintained in the office) includes graduate school catalogs, information about standardized examinations, and graduate programs.

Health Services

The College employs a licensed practical nurse to assist in the treat-
ment of minor ailments and to refer students to a physician when necessary. The on-campus health service is open 35 hours per week.

Two fully-equipped hospitals, both with full-time emergency rooms, are within easy access of the campus. Both hospitals are approved as Class A by the Joint Commission on Accreditation of Hospitals. Each student is encouraged to select a personal physician upon arrival in Greeneville.

Students may elect to enroll in a group medical insurance plan offered through the College. This plan covers hospital, medical, and surgical expenses according to a schedule of benefits. Details of the plan are sent to prospective students prior to registration and are available in the Business Office.

**Academic Support Services for Individuals with Disabilities**

Tusculum College affirms its intent to comply with federal regulations regarding persons with disabilities, specifically with section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act.

The College does not discriminate on the basis of disability in admissions, and the college makes reasonable accommodations as needed for persons with documented disabilities.

Students seeking accommodations consequent to a documented disability should contact the Tusculum College Learning Center.

Upon review of the documentation provided by the student, the student will be assisted in working with faculty to secure appropriate accommodations.

**Volunteer Service**

A wide range of voluntary service opportunities is available to Tusculum students, faculty, and staff. These community service opportunities are coordinated through the Center for Civic Advancement. Examples of volunteer work in which students have participated include river cleanup, Habitat for Humanity construction, recycling programs, theatrical outreach programs, tutoring, Boys & Girls Club programs, highway litter pickup, and many others.

**Dining Service**

The College cafeteria, located in the Niswonger Commons, serves a variety of well-balanced, enjoyable meals. All resident students are required to participate in one of the College’s meal plans. Commuting students who wish to eat in the cafeteria may purchase meals plans in the Business Office. Details regarding the Dining Service are provided in the Student Handbook.

**Athletics**

Athletic activities at Tusculum College are provided at both the in-
tercollegiate and intramural levels. A wide range of intramural sports is offered throughout the year for competition among Tusculum students, while 14 men’s and women’s teams compete with teams from other colleges and universities.

Tusculum College is a member of the South Atlantic Conference of the National Collegiate Athletic Association (NCAA) at the Division II level. Varsity sports for men are baseball, basketball, cross country, football, golf, soccer, and tennis. Varsity sports for women are basketball, cross country, golf, soccer, softball, tennis, and volleyball. Varsity athletes who participate in these teams may earn varsity letters. Athletic scholarships are available to varsity athletes who qualify.

Motor Vehicle Regulations

Any student wishing to maintain a motor vehicle on campus may do so by registering the vehicle with the Office of Campus Safety at the time of registration for classes. There are no costs to register your vehicle; however, unregistered vehicles are subject to ticketing. More details regarding Motor Vehicle Registration and parking policies are available in the Student Handbook.

Academic Year

The academic year at Tusculum is divided into two semesters comprised of four three-and-one-half week blocks. In addition to the eight sessions offered during the regular academic year, there are 3 sessions offered during the summer months. The standard academic year is 30 weeks, during which the student completes 32 credit hours.
ACADEMIC POLICIES

Requirements for Degrees
To earn the Bachelor of Arts degree, the student must
- Complete 128 semester hours of coursework, with an overall G.P.A. of 2.00
- Complete a Major program of study, with a G.P.A. of 2.25 in the Major
- Satisfactorily complete all coursework in the Commons core curriculum, including the Service-Learning requirement

Although advisors are available to guide students in planning, it is the student’s ultimate responsibility to see that all requirements for graduation are met, including Commons requirements, requirements within a chosen major program of study, and any other degree requirements applicable to individual students.

Students who have completed all graduation requirements and are in good standing with the institution are eligible to participate in graduation exercises. No certification will be given until work is completed and all graduation requirements are met and approved.

All graduates are expected to participate in the winter or spring commencement exercises of the college.

Coursework
The Bachelor of Arts requires satisfactory completion of college work that must include the Commons courses (including the service-learning component) as well as a major program of study. Elective courses constitute the remainder of the student’s academic program. Many students also choose to earn a minor, although this is not a graduation requirement.

In general, the student who successfully completes a course will earn the equivalent of four semester hours of credit; 32 courses or one hundred and twenty-eight semester hours are required for graduation.

Satisfactory completion of work for graduation requires that the student earn a minimum grade point average of 2.00, or an overall “C” for all courses taken. The student must earn a minimum grade point average of 2.25 in the major program of study. All students are required to complete at least 32 of their last 36 hours at Tusculum College.

Competency Program
Please see “Competency Program” heading in the “Academic Programs” section.

Service-Learning/Civic Arts Project
At Tusculum College, service is an integral part of the curriculum. As part of the Commons curriculum, all students have the opportunity to get practical experience outside the classroom and a chance to
serve the community. Students acquire valuable skills in areas such as leadership, collective decision-making, communication, working in groups, and public problem-solving. Most important, students gain knowledge of their ability to work with others in order to make a difference. Further information about the service-learning requirement will be found under the service-learning heading in the “Academic Programs” section of the catalog.

Degrees with Distinction

Degrees with distinction are granted to Bachelor of Arts students for outstanding academic performance. All collegiate level work, including work taken at other accredited colleges, will be used to determine the required average. The grade point averages required for these degrees are as follows: cum laude, 3.50; magna cum laude, 3.75; summa cum laude, 3.95.

Bruce G. Batts Medal

Prior to his passing after a heroic struggle with leukemia in September 1992, Bruce G. Batts was the founding director of the Warren W. Hobbie Center for the Civic Arts. His vision, creativity, careful thinking, determination, and concern for others were crucial factors in launching the major changes that continue to shape Tusculum College today. It was Bruce who first suggested the name “Commons” for the newly developed core curriculum. It was Bruce who worked diligently to assist in finding sources of funding for the important innovations taking shape here. It was Bruce from whose frequent essays and thoughtful conversations members of the community learned to think more deeply about goals and methods in transforming the College.

With the Bruce G. Batts Medal Tusculum College perpetuates the memory of this outstanding pioneer and honors a graduating student who has demonstrated to a high degree the qualities that characterized Bruce and, in fact, qualities which well represent the Civic Arts: consistent civility in dealing with others, a high level of scholarship and careful thinking, and a strong pattern of service to others.

Independent Program of Study

If a student wishes to declare a program of study not officially offered by this institution, an “Independent Program of Study” may be declared. Applicants must have at least a 2.75 GPA and have second semester sophomore standing. Students must solicit independent program of study approval from their advisor, the department chair, and the Admissions and Standards Committee. An Independent Program of Study requires a minimum of 24 hours of coursework at the 300 or 400 level.

Independent Program of Study with Two Areas

*A minimum of 32 hours in the primary area.
A minimum of 24 hours in the secondary area.

Total of 56 hours.

Independent Program of Study with Three Areas
*A minimum of 24 hours in the primary area.
A minimum of 20 hours in the secondary area.
A minimum of 16 hours in the tertiary area.

Total of 60 hours.

*Primary area must be an existing major.

Course Load
A Bachelor of Arts student will not be permitted to register for more than 16 semester hours of academic credit per term without approval of the Admissions and Standards Committee. An extra-hour tuition charge will be assessed for each hour over 16 with the following exceptions: students are not assessed overload charges for Mini Course credit, Service Learning Practicum, or Civic Arts Project credit, College Choir credit, Applied Music credit, Athletic Training Clinical Courses, Theatre Production, Classical Ballet, or up to one Physical Education Activity course per semester.

Students can only register for one course of three or four credit hours per block.

Term Honors
President’s List: The President’s List includes students who have completed 12 semester hours in a four-block period earning a 4.00 grade point average.

Dean’s List: The Dean’s List includes students who have completed 12 semester hours in a four-block period earning a 3.50 grade point average.

Charles Oliver Gray Scholars List: The Charles Oliver Gray Scholars List includes students who have maintained President’s or Dean’s List standing for two consecutive terms.

Repeating Courses
Students may repeat courses. All attempts will be recorded on the permanent record along with the grades received. For all repeated courses, only the last attempt will be used to determine GPA and hours completed for graduation. An “R” will be placed on the transcript by all courses that have been repeated. Students must indicate to the Registrar’s Office at registration that they are repeating a course.

Correspondence Courses
Students wishing to earn the Bachelor of Arts degree may be allowed to take one correspondence course a year in their major only if the course will not be offered at Tusculum College during the period in which the student will be fulfilling graduation requirements. A stu-
dent may take a total of two correspondence courses to fulfill teacher certification requirements if Tusculum does not offer those courses in an acceptable time frame. B.A. students taking correspondence credit must receive prior permission from the Registrar and department chair.

Courses at Another Institution
All courses taken at another institution must be approved by the Tusculum College Registrar. Unauthorized course work may result in duplication of previously earned credit or denial of credit.

Advanced Placement Programs
Tusculum College participates in the AP, CLEP, and the DSST Programs. These programs allow a student to receive course credit without participating in the course by successfully completing a standardized examination. Only official scores coming from an authorized testing center will be evaluated. Credit for exams appearing on transcripts from other colleges will not be evaluated. A maximum of 30 semester hours of credit earned through these examinations may be applied to the total number of semester hours required for graduation.

Tusculum College grants credit for satisfactory scores made on AP, CLEP, and DSST providing the following have been met:
1. The student has received permission to take the exam from the Registrar. (CLEP & DSST only)
2. The student must pass with the minimum score recommended by the American Council on Education (ACE).
3. Credit will be received as “pass,” that is, no hours attempted or quality points will be computed in the examinee’s quality point average.
4. Unsatisfactory scores will not become a part of the student’s record.
5. The number of semester hours granted will be determined by the scope of the material measured, as recommended by the Council on College-Level Examination.
6. CLEP credit may not be acceptable for Pre-Professional Majors.

Practicums
The College encourages students to take advantage of the educational opportunity presented to them through practicums or off-campus experience such as internships and student teaching. This hands-on learning can be accomplished in most of the programs of study offered by the College.

Academic Advising
All students are assigned an advisor by the coordinator of advising. Advisors are either faculty, staff with faculty status, or selected staff members. In order to establish close personal contacts, each advisor typically works with 15 to 20 advisees.
If the student has decided upon a program of study, an advisor will be assigned from that area of study. If the student is undecided about a major, the coordinator of advising will assign an advisor from a pool who work with those who are undeclared. Once a major has been declared, the student will normally be reassigned to an advisor from the group working with that major. All students meet with their advisors on the first day of every block.

**Academic Time**

Classes may be scheduled from 8:00 a.m. until 3:30 p.m., while science course laboratories sessions may extend until 4:00 p.m. The typical morning class is scheduled between 8:30 and 11:30. The typical afternoon class is scheduled between 12:30 and 3:30. Naturally, when field trips are scheduled, the trip may extend beyond these hours. Course syllabi will identify any additional class meeting times.

**Adding and Dropping Classes**

Students may add or drop classes for which they have registered. For courses already in progress (that is, the class has met at least one time), students may add or drop during the advising period on the first day of the course. All students are required to meet with advisors during the advising period to handle schedule adjustments and other academic matters. The registrar cannot accept drop/add forms without the signature of the advisor, instructor and Division Chair, which can be obtained each block at the required first-day meeting. Exceptions to this procedure must be authorized by the Admissions and Standards Committee and affected professors. Dropping a course without authorization automatically results in a grade of “F.”

**Withdrawal from Class on the Sixth and Seventh Day**

On the 6th and 7th day of the block in which the course is taught a student may drop (with a “WP” or “WF” on the transcript) that course by (1) obtaining a Withdrawal on the 6th or 7th day Form in the Registrar’s Office, (2) securing the signatures of the instructor and the faculty advisor, and (3) returning the form to the Registrar’s Office before 5:00 P.M. of the 7th day. Students may not withdraw from a course using the 6th or 7th day option more than one time per academic year except in extenuating circumstances approved by the Admissions and Standards Committee. Students withdrawing from a course should be aware that it may affect financial aid, eligibility for athletics, and graduation date. Withdrawing from a course without authorization automatically results in a grade of “F.” Students may withdraw from a semester-long class (Choir, Athletic Training Clinical courses, Student Teaching, etc.) up to the first day of the third block of the course’s duration.
Withdrawal from College

A Bachelor of Arts student who wishes to withdraw from College should apply directly to the Dean of Students for the proper withdrawal procedure. Dropping out of classes without official withdrawal earns a grade of “F” or “NR” in each course. A grade of “WP” or “WF” will be posted for the student who properly withdraws.

Class Attendance

Students are responsible for all work from the first day of class and are expected to attend all meetings of the class for which they are registered. Absence for whatever reason, including participation in a college-sponsored event, does not relieve a student from responsibility for any part of the work covered in the class during the period of absence. During a block, students may miss up to three classes to participate in college-sponsored events without penalizing their grade. Students who miss more than three classes, without instructor approval, will fail the course. Students should refer to specific course syllabi for additional attendance policies.

Declaration and Changing of Majors

When students know what major program of study they wish to pursue, an official declaration of major form should be completed with the advisor and forwarded to the coordinator of the advising program. Accurate knowledge of students’ major program intentions is used by the College to assign academic advisors, assist in accurate advising about program requirements, anticipating the need for various courses, and ensuring that graduation requirements have been met.

Students may change majors while at the College. When this happens, a new declaration of major form must be completed with the advisor, and forwarded to the coordinator of the advising program. A change of major may entail a change of academic advisor as well.

Changing majors, particularly as an upperclassman, may require additional time in order to complete all graduation requirements.

Academic Misconduct

Cheating and plagiarism are violations of Ethics of Social Responsibility— one of the competencies that we have identified as essential to the Civic Arts. Plagiarism is a form of academic dishonesty. It consists of knowingly presenting in writing or in speech the intellectual or creative work of others as if it were one’s own. This includes:

1) Failing to identify direct or word-for-word quotations by use of appropriate symbols and reference to the source
2) Restating in your own words the work (ideas, conclusions, words) of another without reference to the source
3) Presenting as your own the creative work (for instance, music or photographs) of another without proper acknowledgment
Besides plagiarism, other forms of academic dishonesty include the following:

4) Submitting the same work in two or more courses without significant modifications or expansion and without the approval of the instructors involved

5) Submitting purchased, borrowed, copied, or specially commissioned work as if it were one’s own

6) Knowingly permitting others to submit your work under their names

7) Copying the work of others during an examination or other academic exercise

8) Knowingly allowing others to copy your work during an examination or other academic exercise

9) Using “cheat sheets” or any other unauthorized form of assistance during an exam, quiz, or other academic exercise

NOTE: AUTHORIZED HELP is encouraged and includes:
• attendance at help sessions
• tutoring received with your instructor’s knowledge (responsible tutoring does not provide answers to specific assignments but focuses on general principles, concepts, rules, and information, as well as on skills development)
• work with Learning Center or Student Support Services staff done with the knowledge of your instructor

10) Manipulating or fabricating data to support erroneous conclusions

The effect of cheating within a community is to destroy the environment of honesty and trust on which the community depends. A dishonest performance diminishes the achievement of those who have worked hard and demonstrated real mastery of a subject. For this reason you are encouraged to confront peers who violate the standard of honesty by any form of cheating or plagiarism and, if necessary, to report their behavior to an appropriate authority (instructor, director, or authorized college agency or body). No one but you can know if you should take the kind of action just described. Sanctions:

Stage 1

In a case of unintentional or doubtful plagiarism, the student receives a written warning from the faculty member. Whether the student receives an “F” for the assignment is up to the faculty member.

Stage 2

This stage is for an offense after warning or for a first offense in which the student knowingly and willfully engages in academic misconduct. The penalty is automatically an “F” in the course. The action is reported to the Admissions and Standards Committee. The student is warned in writing of the consequences of a future Stage 3 offense.

Stage 3

Depending on where the student started (with unintentional or intentional violation), Stage 3 is for a second offense in cheating or a
second or third offense in plagiarism. The penalty is an “F” in the course and suspension from the College — a matter that is recorded on the student’s transcript. Most accredited institutions will deny admission to a student currently on suspension.

Grading Procedures

Coursework is evaluated in the following terms:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points Assigned</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0 per semester hour</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>3.7 per semester hour</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.5 per semester hour</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0 per semester hour</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.7 per semester hour</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.5 per semester hour</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0 per semester hour</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.7 per semester hour</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.5 per semester hour</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0 per semester hour</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0 per semester hour</td>
<td></td>
</tr>
<tr>
<td>NR</td>
<td>No grade reported</td>
<td>Calculates as an “F”</td>
</tr>
<tr>
<td>E</td>
<td>No points applied</td>
<td>Excused</td>
</tr>
<tr>
<td>I</td>
<td>No points applied</td>
<td>Incomplete</td>
</tr>
<tr>
<td>IP</td>
<td>No points applied</td>
<td>In progress</td>
</tr>
<tr>
<td>P</td>
<td>No points applied</td>
<td>Passing</td>
</tr>
<tr>
<td>W</td>
<td>No points applied</td>
<td>Administrative withdraw</td>
</tr>
<tr>
<td>WP</td>
<td>No points applied</td>
<td>Withdraw-passing</td>
</tr>
<tr>
<td>WF</td>
<td>No points applied</td>
<td>Withdraw-failing</td>
</tr>
<tr>
<td>AU</td>
<td>No points applied</td>
<td>Audit</td>
</tr>
</tbody>
</table>

1. Grades of “D” earned in the student’s major will satisfy the course prerequisite requirement; however, grades of “D” cannot be counted in the total number of hours required in the major. The student must either 1) retake the course and earn a grade of “C-” or better or 2) take an elective approved by department chair and the Admissions and Standards Committee and earn a grade of “C-” or better, which may be substituted for the “D” grade.

2. Incomplete and Excused Grade. If a student is unable, for a satisfactory reason such as illness, to complete the work in a given course, the student will receive either a grade of “Incomplete” or “Excused” for that course. In cases where there is a disputed grade, the instructor may assign a grade of “Incomplete” pending resolution of the case. See Grade Appeals.

   a. “Incomplete” grades must be made up according to the agreement between the instructor and the student. In order to extend an “Incomplete” beyond the block following the block in which the “Incomplete” was recorded, the student must have the approval of both the instructor and the Admissions and Standards Committee. If an “Incomplete”
is not made up within the prescribed time, the Registrar will automatically convert it to a grade of “F.” A student seeking an Excused grade must do so within four blocks from the time of the course for which the grade is being sought.

b. In order to receive a grade of “Excused,” students with extenuating circumstances must petition the instructor and the Admissions and Standards Committee by submitting a form. A grade of “Excused” will not be approved unless there are extenuating circumstances, such as illness, injury, or personal tragedy, that have affected the student’s progress in the course. The student must state a specific reason for requesting an “Excused,” and the instructor's recommendation must be recorded. The Admissions and Standards Committee will make the final decision and notify the Registrar.

c. If a student does not complete the work in a course and has no satisfactory excuse or does not meet the minimum standards set by the instructor, the instructor will give the student a grade of “F.”

3. In Progress. An “IP” grade may be given in a course where a major project or extended research is required and work on that project cannot be completed by the end of the regular grading period. The “IP” must be completed within a year of the time it is assigned. An “IP” may also be given in the basic skills course, Mathematics 101. It is given to a student who has put forth serious effort but has not yet attained a level of competence sufficient to be given a letter grade. The student must again register for the within the next semester in order to receive credit. All “IP” grades not made up within the prescribed time automatically convert to the grade of “F.”

4. Pass/Fail. Courses that are so designated in the catalog are graded on a pass/fail basis. The “Pass” grade is counted in hours toward graduation but will not affect the GPA, whereas a “Fail” is figured in the hours completed and will affect the GPA.

5. Audit. Students who desire to explore their interests and abilities in courses of study that are unfamiliar to them, without affecting their GPA, may choose to audit courses. Students who audit courses are not held responsible for the work. Audited courses receive no credit, no points applied to the grade point average, and a final grade of AU. A course that is audited cannot change to a credit course, nor can a credit course be changed to an audit course after the drop/add period. Students enrolled full-time may audit courses without charge. Those enrolled less than full-time may audit courses for a $100 fee.

Grade Changes

In order to maintain consistent college-wide standards, grade changes are permitted only under special circumstances. Once a student’s final course grade has been officially recorded by the Registrar, the grade may be changed only under the following conditions:

1. If a new grade is determined through the official grade appeal
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process and is submitted by the instructor or by the Admissions and Standards Committee.

2. If a grade of “Incomplete” or “In Progress” is replaced in accordance with existing procedures specified in the College Catalog.

3. If an error in computing or recording the grade has been verified by the instructor. It is the student’s responsibility to call the instructor’s attention to a possible grading error in a timely manner, typically during the semester following that in which the questioned grade was received. If twelve months have elapsed since the grade was issued, no grade change will be made.

Under special circumstances, if the faculty member is absent for an extended period or is no longer employed by the College, a Grade Change Form may be submitted by the appropriate School Director or Division Chair for consideration by the Admissions and Standards Committee. Once a grade of “A” through “F” is recorded by the Registrar, it may not be changed based on work submitted or exams retaken after the completion of the course. In extreme cases of extenuating circumstances, the instructor may petition the Admissions and Standards Committee to change a grade of “A” through “F” to an “Incomplete.” Such petitions must include documentation of the specific extenuating circumstances that apply.

Grade Appeals

A student who believes a course grade is not a fair reflection of his or her performance in a given class has the right to appeal that grade. She/he must, however, present this concern within one block after the grade was assigned. (If the grade is assigned during block eight, then the process will begin in the first block of the following year.) Students are strongly encouraged to begin the appeal process as quickly as possible.

Whenever possible, appeals should be made in person. If a meeting is not possible, then the concerns/questions should be listed clearly in a dated letter or memo addressed to the professor and signed by the student. The student is responsible for contacting the professor to make an appointment. If an appointment is not possible, then the student is responsible for ensuring that the professor receives the letter. If the appeal is submitted in writing, then the professor must respond in writing within 5 class days after receiving the letter. If the professor’s explanation of the grade—either oral or written—is satisfactory to the student, then the matter is resolved.

If the student is still not satisfied, then he/she must file a formal written appeal (including relevant documentation) to the chair of the division or the director of the school in which the class was offered. This appeal must be dated and signed by the student, and must be given to the Division Chair or School Director within the second block after the grade is earned. If the professor who assigned the grade is the Division Chair or School Director then the student will give the
appeal to another Division Chair or School Director designated by the chair of the Admissions and Standards Committee.

The Chair/Director must meet with the professor within 5 class days of receiving the appeal from the student. After discussing the appeal with the professor, the Chair/Director has 5 class days to communi-
cate a recommendation in writing to the student, the professor, and
the Chair of the Admissions and Standards Committee.

If the student is not satisfied with this recommendation, or if the pro-
fessor does not follow the recommendation of the Chair/Director, then
the student may at this point forward the appeal, with accompanying
documentation and additional commentary, if any, to the Admissions
and Standards Committee. This appeal must be submitted within the
first five class days of the third block after the grade was assigned.

The Admissions and Standards Committee will render an opinion
on such an appeal at the first scheduled meeting following receipt of
the appeal. Petitions for late appeals may be submitted, but these ap-
peals will be considered only if the Admissions and Standards Com-
mittee determines that extraordinary extenuating circumstances pre-
vented the student from meeting the stated deadline(s).

Decisions made by the Admissions and Standards Committee re-
garding appeals are final.

Students are strongly encouraged to consult with their advisors
when preparing grade appeals.

Example Timeline

The following example is provided as an illustration of the dead-
lines involved in the appeal process.

In Block 1, a student earns a grade that he/she wishes to appeal.
As soon as possible, but no later than by the last day of Block 2, the
student must notify the professor, either in person or in writing, of the
intent to appeal. If the appeal is in writing, the professor has five class
days to respond to the student in writing.

By no later than the last day of Block 3, the student must submit an
appeal to the Division Chair if the matter was not resolved satisfac-
torily. The chair has five class days to meet with the professor, and the
Chair then has five class days to respond to the student, the professor,
and the Chair of the Admissions and Standards Committee in writing.

By no later than the fifth class day of Block 4, the student must
submit an appeal to the Admissions and Standards Committee if he/
she is still not satisfied. The Admissions and Standards Committee
will render a final decision at its next scheduled meeting.

Classification of Students

For administrative purposes, the following criteria are used in de-
termining the class in which a student is placed:
Grade Reports and Transcripts

At the end of each course, the instructor submits grades for each student. Unofficial grades are mailed to students’ campus mailboxes at the end of blocks 1, 2, 3, 5, 6 and 7. Official grades are mailed home to paid students at the end of each semester. Students who require a duplicate grade report should request an official transcript.

The student’s official transcript is prepared by Tusculum College. The transcript will show the courses, grades, credits, and terms of instruction for each course. Requests for transcripts of coursework at Tusculum College must conform with the Family Rights and Privacy Act of 1974. This requires that all transcript requests must be submitted in writing and be signed by the student. Transcripts and grade reports will not be faxed.

There is no charge for transcripts. A transcript cannot be issued until all financial obligations have been met.

Students in need of unofficial copies of transcripts from other institutions for “Portfolio Use Only” must submit a written request to the Registrar’s Office.

Retention Standards

To graduate from Tusculum College, a student must have a 2.25 grade point average in the major and a cumulative grade point average of 2.00 for all work attempted. A student is subject to academic probation or suspension if the cumulative grade point at the end of any term falls below a minimum standard which is dictated by the number of cumulative credit hours the student has earned. The cumulative standards are as follows:

<table>
<thead>
<tr>
<th>CREDIT HOURS Earned</th>
<th>PROBATION</th>
<th>SUSPENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-28.99</td>
<td>1.5</td>
<td>1.25</td>
</tr>
<tr>
<td>29-60.99</td>
<td>1.7</td>
<td>1.55</td>
</tr>
<tr>
<td>61-91.99</td>
<td>1.9</td>
<td>1.75</td>
</tr>
<tr>
<td>92 or more</td>
<td>2.0</td>
<td>1.9</td>
</tr>
</tbody>
</table>
A student must be making reasonable progress toward a degree to be in academic good standing at Tusculum College. In order to assure that a student is making progress toward the degree, in terms of the number of hours completed, Tusculum College utilizes the following satisfactory progress policy. A student must have as a minimum, complete 8 hours by the end of the first term and complete 16 hours by the end of the second term. The third term and beyond, a student must continue passing 12 hours each term, each year.

Special Offerings
On occasion, a student, in consultation with the advisor, identifies a need to take a course listed in this catalog at a time other than its regularly scheduled offering. Since this action may place a substantial burden on the College faculty, the institution seeks to keep special offerings at a minimum. To request a special offering, the student acquires the appropriate form in the Registrar’s office. The Admissions and Standards Committee has established a review committee to determine whether a request is truly necessary. Upon recommendation from the review committee, the Admissions and Standards Committee then takes final action, either approving or denying the special offering request. Students must submit completed special offering request forms by the first day of the block preceding that in which the special offering is desired. Students may not receive credit for work that has not been officially approved.

Athletic Eligibility
For purposes of athletic eligibility, a student athlete in good standing is one who meets all of the academic standards of Tusculum College. If, however, a student is placed on probation for failure to meet standards then the student will be considered in good standing if a deliberate effort is made to correct the deficiency. The student must submit a course of action to the Admissions and Standards Committee by the end of the first week of their probationary semester. The Admissions and Standards Committee must approve the plan to determine that the requirement of a satisfactory effort is being made. This plan must be coordinated with the student’s advisor. Possible ways to get the needed help are regular tutorial sessions with a faculty member, organized study hall, and/or regular sessions at the Learning Center. Students who do not submit and execute a plan for correcting their deficiency will not be eligible for intercollegiate athletics. Failure to execute the plan adequately will jeopardize eligibility for future seasons.

Athletes on probation must report weekly to the administrative assistant to the athletic director with a signed statement from their source of help indicating their attendance and progress. The administrative assistant will notify the advisor, athletic director, coach, and faculty athletic representative of all students who fail to comply with these
Academic Probation

A student will be placed on academic probation for his/her next term of enrollment if he/she fails to meet any standard as outlined above for any term. In no case may a student remain on academic probation for more than two consecutive terms.

Students on academic probation must:

1. Attend a mandatory meeting at the beginning of each course with their assigned academic advisor.
2. Complete a plan of action outlining specific standards of behavior with the Director of the Learning Center or other appropriate academic support staff member, that may include:
   a. Class attendance
   b. Regular contact with academic advisor
   c. Use of campus resource and services

Students identified by the registrar to be in jeopardy of being placed on probation will be required to meet with their advisors on the first day of the following semester to discuss appropriate action(s).

Removal from Probation

A student will be removed from GPA-related academic probation at the end of the semester if he/she:

1. satisfactorily completes the semester, and
2. meets the requirements of Retention Standards.

Academic Suspension

At the end of a term on academic probation, if a student fails to meet both the credit hours earned and GPA standards he or she will be placed on academic suspension. However, if the students has earned at least a 2.0 grade point average on at least 12 hours of completed coursework during the most current term, he or she will not be suspended, but will remain on academic probation for a second term.

Any student who has been suspended due to academic performance will not be eligible to re-enter the college until one term of suspension has been completed. All students will be identified for potential suspension following the spring term and final determination of suspension will be determined prior to the beginning of the fall term. Residential College students may use the summer term on probation or suspension to raise their cumulative grade point average to the level required for good standing. Students on probation or suspension are allowed to transfer hours to Tusculum from other accredited institutions to improve their grade point average provided they have received prior to approval of this coursework from the Office of the Registrar. Only students who have been on probation for two consecutive terms
may be suspended following the fall term.

All appeals must be made in writing to the Admissions and Standards Committee. No student may return to the college in a fall or spring term either part-time or full-time without following the appeals procedure outlined in his or her suspension letter.

**Academic Dismissal**

Dismissal occurs when a student has been unsuccessful during the probationary semester following an Academic Suspension in remedying the cause of the probation. Dismissal is ordinarily a final revocation of eligibility to return to the College.

**Administrative Appeals**

A student placed on academic suspension or academically dismissed may appeal to the Admissions and Standards Committee. The appeal must be prepared in writing and be accompanied by appropriate support of documents. Reasons that may be acceptable for appeal consideration are:

1. A serious illness or an accident to the student. This will normally require a medical statement from a physician.
2. Death, serious illness, or injury in the immediate family (parent, siblings, children, or spouse). A physician’s statement or appropriate death certificate will be required.
3. Other extenuating circumstances may be acceptable and will be considered.

**Student Records/Right to Privacy**

Tusculum College complies with the Federal Family Education Rights and Privacy Act of 1974 (the “Buckley Amendment”). It states that no academic or personal records or personally identifiable information about students will be released without their permission to persons other than those College staff members with legitimate educational interests in those records. Tusculum students have the right to inspect their records to challenge the accuracy of those records.

The Privacy Act defines requirements that are designed to protect the privacy of the students concerning their records maintained by the College. The law requires that:

1. The student must be provided access to official records directly related to the student. This does not include private records maintained by instructional, supervisory, or administrative personnel. A student who wishes to see his/her records must make an appointment through the Registrar’s Office. A student may not remove any materials but is entitled, at his/her own expense, to one (1) copy of any material contained in this file.
2. The student must be given the opportunity for a hearing to challenge such records on the grounds that they are inaccurate, mislead-
ing, or otherwise inappropriate. The right to a hearing under the law does not include any right to challenge the appropriateness of a grade as determined by the instructor.

3. The student’s written consent must be received prior to releasing identifiable data from the records to anyone other than those specified in numbers 4 and 5 below.

4. The College is authorized under the Act to release public directory information concerning students. Directory information may include a student’s name, address, telephone listing, date and place of birth, major field of study, dates of attendance, degrees and awards received, most recent previous educational agency or institution attended by the student, and any other information authorized in writing by the student. Directory information is subject to release at any time by the College unless the Provost and Academic Vice President has received prior written request from the student specifying that the information not be released.

5. Tusculum College is authorized to provide access to students’ records to Tusculum College officials and employees who have legitimate interests in such access; these are persons who have responsibilities in the College’s academic, administrative, or service functions.
TUSCULUM COLLEGE 2004-2005

ACADEMIC PROGRAMS

Tusculum College has six distinct yet interrelated academic programs whose aims are to create the skills and abilities that will help students engage in meaningful lives, both in their chosen life’s work and as citizens of the community, nation, and world:

• The Competency Program
• The Service-Learning and Civic Arts Project
• The Commons Core Curriculum
• The Minicourse Program
• International and Domestic Travel
• The Programs of Study in various academic disciplines

These programs work in concert to create and develop skills and increase discipline-based knowledge. They also provide opportunities for students to gain experience, which is a foundation of understanding.
Competency Program

The mission of the Competency Program is to help students develop the skills and virtues that are essential to good citizenship. Tusculum College has identified writing, analytical reading, public speaking, critical analysis, mathematics and computer literacy as the foundation competencies that students need to participate fully and effectively in public life. If the best interests of the individual and the community are to be served, these citizenship skills must be guided by a complementary set of citizenship virtues. The College has designated self-knowledge, civility, and the ethics of social responsibility as the virtue competencies.

The competencies are integrated into Tusculum College coursework so that knowledge, skills, and virtues are mutually supportive. As students progress through the curriculum, they become more proficient in their academic skills and more mindful of their practices of virtue. Upon graduation, Tusculum students will be ready to exercise their learning, their abilities, and their values for personal and professional fulfillment and for improving the lives of others in the communities they join.

Program requirements and operation

The lower-division Commons courses focus on the instruction and assessment of the foundation competencies. College entrance examination scores or transfer credit determine student placement in these courses. A passing grade in a lower-division Commons course indicates minimum proficiency in the academic skill that is taught and assessed in that course. Those Commons courses and their associated competencies are listed below.

- Analytical Reading - HUMA 101 and HIST 125
- Writing - ENGL 110, 111, 200 & 212
- Mathematics – MATH 101 and 102
- Critical Analysis - EVSC 111 and HIST 225
- Computer Literacy – CISC 100
- Public Speaking - Minicourse

The College expects students to demonstrate proficiency in each foundation competency before taking Junior and Senior-level courses. Therefore, a student must pass HUMA 101 or HIST 125, ENGL 110, 111, 200 or 212, MATH 101 and MATH 102, EVSC 111 or HIST 225, CISC 100 and the Public Speaking Minicourse before registering for upper-division courses. A Competency Mentoring Team composed of the instructor and the Learning Center staff provide additional academic support for students having difficulty meeting the competency requirements for any course.

Students will continue to develop their foundation competency skills and their practice of virtue competencies in other courses throughout
the curriculum. In their senior year of study, students will take a series of foundation competency tests. The scores on these tests will be used by the college to improve the academic program and will not affect students’ academic standing or graduation status.

Service-Learning and Civic Arts Project

Service-Learning and Civic Arts Projects are integral to the curriculum and reflect the College’s commitment to providing educational experiences that will prepare its graduates for the demands of active and responsible citizenship. The college has established the Center for Civic Advancement with a full time staff in order to help support students in planning and undertaking service placements and projects and to coordinate service and volunteer activities of all kinds.

The service-learning graduation requirement became effective with the freshman class that entered Tusculum in the fall of 1993. Students may fulfill the requirement through a Civic Arts Project, a Service-Learning course (each 4 semester credits) or through a Service-Learning Practicum (for 2 semester credits). Students subject to the service-learning graduation requirement should take CMNS 251 during their sophomore year. They should then begin SVLN/CMNS 354, 355, or 356 in one of the next two semesters (second semester sophomore year or first semester junior year). (SVLN 351 meets for three classes in Block 8 and is normally completed during the summer, 355 may take a semester or a year, and 354 and 356 will take one block.) At the very latest, they should plan to have their service-learning graduation requirement fulfilled by the end of their junior year.

Students who have not completed the service-learning graduation requirement by the time they complete 92 semester credit hours will be placed on probation for one semester. Failure to complete the requirement during the probationary semester will make the student subject to suspension.

The student undertaking a Civic Arts Project will engage with others in planning the project and will take the lead in carrying it out. In many instances, the results of the project will live on after the time in which the student’s specific involvement has been completed, leaving an active legacy as a product of civic participation.

Students may choose from several Service-Learning classes which are offered each year. Immersion classes involve travel and possibly a stay in another location, sometimes in another culture. Other classes remain in the Greeneville-Greene County area to carry out their service activities. Community issues such as social justice, economic opportunity, environmental protection or restoration, education or health and wellness may be the focus of these classes.

The student who chooses a Service-Learning Practicum will take on a role working with a community organization and will gain practical experience providing service through that role. To help prepare
students for the challenges of service learning, the course, Citizenship and Social Change: Theory and Practice, is included in the Commons curriculum. Additional preparation may take place through a wide range of smaller-scale, voluntary service projects in which students may participate individually or through various campus organizations.

TUSCULUM COLLEGE COMMONS

Function of the Commons Curriculum

The Civic Arts embody those skills, knowledge, attitudes, and practices appropriate to free citizens in a democratic society. Within Tusculum College, we seek to nurture the Civic Arts in our curriculum and in the experience of life in this academic community. In the curriculum, this takes place not only in the major programs of study, but in a unique, coherent set of core courses called the Commons. The Commons program has four principal purposes.

First, the involvement of faculty and students in a set of courses that all students must take provides a basis for an intellectual “common ground” that can be fruitful for shaping the nature of this academic community — stimulating learning and discussion from a common point of reference. It is this function from which the Commons draws its name, derived from the practice in New England towns of having an open space, or Commons, at the heart of town, that might be used by any of the citizens for speaking, gathering, reflection, or recreation. Our core forms an intellectual Commons for the Tusculum College community.

Second, the Commons curriculum explores areas of knowledge and human thought crucial to effective citizenship in American democracy. Specifically, this includes the following:

a) students demonstrate knowledge of the roots and significant features of the Judeo-Christian tradition and an understanding of the relationship between principal teachings of a religious tradition and individual and cultural patterns of action

b) students demonstrate awareness of how society influences the form and content of art, how art influences and reflects society, and demonstrate ability to form a response to works of art based on knowledge of form and awareness of a work’s social context

c) students demonstrate ability to use scientific method — the defining a problem, identifying and carrying out an appropriate problem-solving method, and judging the quality or credibility of the results using appropriate criteria

d) students demonstrate ability to trace both antecedents and consequences of historical events in relation to the development of Western culture

e) students demonstrate knowledge of ecological principles, inter-relationships of systems in nature, processes of natural selection, inter-
relationships of social, political, religious, and economic implications of environmental issues, and apply their knowledge to propose solutions or responses to particular ecological problems.

f) students demonstrate knowledge of the intellectual roots of western culture and how those foundations continue to be useful in providing a framework for building a better society.

Third, the Commons develops skills of careful reflection and deliberation about the issues and process of ethical decision making in a democratic society—drawing appropriately on the contributions of specialized knowledge in the various disciplines and on the Judeo-Christian and civic republican traditions undergirding our ethical and social structures. By involving students in various kinds of community service, the Commons helps them practice what they have learned, demonstrating connections among the kinds of learning in the various academic disciplines as well as connections between “academic” learning and learning from life experience.

Finally, along with the courses in the various disciplines, the Commons curriculum sets a high expectation for rigorous academic performance and provides channels for development of skills, competencies, and habits of character needed for success in college level work and in life beyond graduation.

The Commons and the Competency Program are complementary. Together with the student’s major program of study, all three programs work together to build the knowledge and abilities needed for personal, professional, and public success.

Commons Requirements for Transfer Students

Transfer students will have adjusted commons requirements, based on courses transferred to Tusculum College. The Registrar will inform transfer students of the specific requirements that apply in each individual’s case.

Commons Courses
CISC 100  Computer as a Tool
CMNS 460  Senior Seminar
ENGL 099/CMNS 099  Basic Writing
ENGL 110/CMNS 110  Composition and Rhetoric
ENGL 111/CMNS 112  Composition, Research and Rhetoric
ENGL 200/CMNS 200  Advanced Composition, Research and Rhetoric I
ENGL 212/CMNS 212  Advanced Composition, Research and Rhetoric II
EVSC 111/CMNS 111  Environmental Science
HIST 125/CMNS 125  The People Shall Judge I
HIST 225/CMNS 225  The People Shall Judge II
HIST 325/CMNS 325  Athens to Philadelphia
HUMA 101/CMNS 101  Our Lives in Community

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MATH 102/CMNS 102 College Algebra
MATH 215/CMNS 215 Elementary Statistics
RELG 302/CMNS 302 Jerusalem
SOCI 251/CMNS 251 Citizenship and Social Change: Theory and Practice
SVLN 351/CMNS 351 Service-Learning Practicum
SVLN 352 Advanced Service-Learning Practicum
SVLN 354/CMNS 354 Service-Learning in Northeast Tennessee
SVLN 355/CMNS 355 Civic Arts Project
SVLN 356/CMNS 356 Service-Learning Immersion
SVNL 450 Independent Study in Service-Learning

COURSE DESCRIPTIONS

WCMC 105. PUBLIC SPEAKING.
This course offers an introduction to the organization, practice, and presentation of material in front of an audience. The course work includes the development of presentation skills for such settings as small groups, classrooms, and community forums. To facilitate community involvement, students will be encouraged to explore various styles of public speaking such as information, entertainment, and persuasion.

CMNS 460. SENIOR SEMINAR.
This interdisciplinary course is a graduation requirement for the class which began as freshmen in Fall, 1999 or later. It serves as a capstone to students’ exploration of the civic arts at Tusculum College—both in the Commons and in their majors. Students will explore how the civic arts relate to their intended career fields and to their roles as citizens within communities. Significant attention will be given to human responsibility for the natural environment. Prerequisites: Senior standing.

NOTES:

1. Course descriptions of Commons courses are to be found in this catalog under the headings of the disciplines in which they are cross-listed.
2. As described in the Service-Learning section of the catalog, students may fulfill their service-learning graduation requirement by completing SVLN 351, 354, 355, or 356.
3. All students must enroll in English composition (099, 100, 110, 111, and 200), but the exact requirements will vary, based on a combination of the student’s ACT English subscore or SAT Verbal score, placement testing at the time of entrance to Tusculum College, and assessment of the student’s work during the first block of enrollment. The average student should expect to enroll in ENGL 110 and ENGL 111. Students needing extra preparation in developing college-level writ-
ing will be required to enroll in ENGL 099 or ENGL 100. Students with exceptionally strong preparation may be able to elect ENGL 200 in lieu of ENGL 110 or 111. Any required composition courses must be taken during the student’s first year of enrollment at Tusculum. Students who transfer in 1-16 semester hours must complete the same course requirements as new freshmen. Prior completion of equivalent coursework at other accredited institutions will satisfy the composition requirement.

### ENGLISH PLACEMENT FOR FRESHMEN

<table>
<thead>
<tr>
<th>SAT Verbal subscore</th>
<th>ACT English subscore</th>
<th>Composition requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>410 or below</td>
<td>17 or below</td>
<td>ENGL *099 or *100, 110, 111</td>
</tr>
<tr>
<td>420-590</td>
<td>18-25</td>
<td>ENGL 110, 111</td>
</tr>
<tr>
<td>600 or above</td>
<td>26 or above</td>
<td>ENGL 111 or 200</td>
</tr>
</tbody>
</table>

* as determined by placement testing and/or assessment of the student’s work during the first block of enrollment.

4. Students may satisfy the MATH 102 requirement in several ways: 1) present an ACT Mathematics sub-score of 27 or higher, 2) earn a passing score on the college algebra competency examination, 3) earn a passing grade in the course, 4) new transfer students may present a grade of “D” or higher in a college algebra course from an accredited college as certified by the Tusculum College registrar. Students who “test out” of this requirement do not thereby earn credit. Rather, by exempting from taking the course, they gain an extra elective slot in their curriculum.

### MATH PLACEMENT FOR FRESHMEN

<table>
<thead>
<tr>
<th>SAT Math subscore</th>
<th>ACT Math subscore</th>
<th>Course Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>450 or below</td>
<td>19 or below</td>
<td>Math 101</td>
</tr>
<tr>
<td>420-590</td>
<td>18-25</td>
<td>Math 102</td>
</tr>
</tbody>
</table>

* as determined by placement testing and/or assessment of the student’s work during the first block of enrollment.

5. The Commons curriculum is intended as a sequence to be taken across four years of enrollment at Tusculum College. Required commons courses and transfer equivalencies are shown on the following chart on the next page.
TUSCULUM COLLEGE 2004-2005

Minicourse Program

In addition to completing courses offered in the regular college curriculum, students may enroll in a wide range of smaller “minicourses.” The courses are open to students and staff and are designed to offer experiential learning and knowledge in areas not generally covered in more traditional academic courses.

Each minicourse carries 1/2 semester credit and is graded Pass/Fail. Students may present up to 8 minicourses (4 semester hours) for graduation credit. Thus over four years, the mini courses could allow completion a block earlier, or conversely, make room for an extra elective in a student’s schedule. There is no overload charge for minicourses. Contact individual course instructors for details.

Since a wide range of topics is addressed by the minicourses, and since course offerings and their scheduling vary in accordance with student interests, it is not possible to include a detailed listing of all minicourses here. Examples of past course offerings include Reading and Study Skills, Sign Language, Counseling Skills, Karate, History of Christianity, Horseback Riding, Leadership Development, Portable Walden, Searching the ERIC Database, Yoga, Sensitivity Training, and Classical Ballet. Check with the Advising Coordinators for current information about minicourse offerings.
International and Domestic Travel

One of the advantages of the focused calendar is the opportunity it affords professors to involve travel in their courses. Trips may range in length from a few days to the entire block. Students interested in courses including travel should contact the instructor well in advance, as the course may have special requirements (e.g. language training, passport, immunizations, etc.). Some courses are specialized and only offered within a major, while others are open to a broad range of students. Although most courses involving travel entail additional fees, the College underwrites a substantial portion of the cost to keep the trips affordable for students. In recent years, professors have taken classes to New York, Chicago, Mexico, Costa Rica, and Belize.

Students may also take advantage of other international programs of study. These programs are generally for a semester and courses are taken concurrently. While these programs are generally more expensive than those offered by the College, many are still a good educational value. The Travel Office maintains a comprehensive listing of travel opportunities and will gladly assist you in finding a program that meets your educational needs.

Programs of Study

MAJORS
Athletic Training
Biology
Business Administration
General Management
Management Accounting
English
English with Writing Concentration
Environmental Science
Field Guide/Naturalist
History
Mass Media with Concentrations in Radio, Sports Broadcasting, and Television
Mathematics
Mathematics with Computer Science Concentration
Medical Pre-Professional
Medical Technology
Museum Studies
Physical Education
Political Science
Pre-Pharmacy
Psychology
Sport Management
Sports Science
Visual Arts with Concentrations in Fine Arts and Graphic Design
Tusculum College offers four categories of teacher licensure programs:

1. Pre-Secondary Education
   Early Childhood Education PreK-3
   Elementary Education K-6

2. Secondary Education
   Biology 7-12
   English 7-12
   History 7-12
   Mathematics 7-12
   Psychology 9-12

3. K-12 Education
   Physical Education K-12
   Visual Arts K-12

4. Special Education
   Special Education Modified and Comprehensive K-12
   Special Education Early Childhood

**MINORS**


**OTHER DISCIPLINES**

Tusculum College also offers additional courses in the following disciplines:

Dance, Geography, Humanities, Music, Natural Science, Physics, Sociology, Spanish, and Theatre.

*Most courses offered at Tusculum College carry four semester hours. Courses with a different number of credit hours will be so noted in the following listings.*
THE ATHLETIC TRAINING EDUCATION PROGRAM

The Athletic Training Education Program, (ATEP) at Tusculum College is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The ATEP provides the educational and clinical foundation to prepare students to successfully challenge the Board of Certification examination and serve as active leaders in the athletic training profession.

The ATEP provides the student with the cognitive, psychomotor, and affective skills necessary to work with all aspects of athletic injury, illness, and performance. Students seeking employment as a high school athletic trainer are strongly encouraged to pursue teacher certification. This requires students to fulfill major requirements for both Athletic Training and Education.

The Athletic Training Education Program is designed for those students who want to meet the course work and clinical requirements established by the National Athletic Trainer’s Association Education Council, Board of Certification (BOC) and the Commission on Accreditation of Allied Health Education Programs, (CAAHEP). In addition to course work, students must complete six semester-length clinical rotations working under the supervision of an BOC certified and state licensed athletic trainer, who is an Approved Clinical Instructor (ACI). Students complete clinical observation during the freshman year and upon formal admission into the ATEP, are assigned to an ACI at the beginning of their sophomore year.

Student athletes enrolled in ATEP need to be aware of the clinical requirement of this program and plan accordingly. Hour requirements and clinical course sequencing necessary for successful completion the ATEP major while participating as an intercollegiate athlete may necessitate the student needing more than the traditional eight semesters to complete an undergraduate degree.

Students wishing to pursue graduate studies in Athletic Training should maintain a 3.0 GPA or better through graduation. Students identifying athletic training as their major will be assigned to an ATEP faculty member for academic advising.

Admission Requirements

The number of applicants accepted and enrolled in the Athletic Training Education Program is limited by the faculty/student ratio established by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Admission into ATEP is governed by the following criteria:

1. Maintain a minimum 2.50 GPA overall.
2. Maintain a minimum 2.70 GPA in ATEP courses.
3. Letter of Application
4. Completion of Application Materials
5. An essay describing the student’s interest in becoming a NATABOC athletic trainer.
6. Completion of a minimum of 100 hours of clinical observation with a minimum of 25 hours in four separate Block rotations with a Tusculum College ACI/CI. The hours will include each of the following areas: lower extremity experience; upper extremity experience; equipment intensive experience; game/event coverage, and rehabilitation/morning treatment sessions held. The prospective student must meet with the Clinical Coordinator for assignment to these rotations.
7. Two character letters of recommendation from former instructors, employers, athletic trainers, coaches, etc.
8. A formal interview with the ATEP Admissions committee.
9. Validation of a candidate’s compliance with the Guidelines of Technical Standards for Athletic Training completed by a MD, DO, PA or NP through the completion of a physical examination.
   • The exam may be administered by Team Physician at no cost to students. The exam must be scheduled through the Athletic Training Staff.
   • The student may choose to have the physical exam administered by his/her private physician, NP, or PA. If choosing this option, the student must utilize TC-ATEP forms that can be attained from the Coordinator of Clinical Education.
10. Completion of the annual comprehensive written/oral/practical examination.
11. Completion of all pre-requisite course work with grade of 2.70 (B-) or better
   • PHED 115 Community First Aid, CPR, and Safety
   • ATEP 262 Basic Athletic Training
   • PHED 201 Foundations of Physical Fitness and Wellness OR PHED 260 Contemporary Health Issues
12. Proof of Hepatitis B vaccination or a signed declination form
13. Signature on Confidentiality of Medical Information Disclosure Form

ATEP’s Admissions Committee meets each year to review formal applications of student candidates during Block 8 and prior to the start of Block 1. Currently enrolled observation students and Spring semester transfer students who have completed all prerequisites for ATEP admission are reviewed in April. The specific date for this review is posted in the ATEP student office by the Program Director one (1) month prior to the meeting date/time. Summer transfer students who meet all admission requirements and/or any currently enrolled observation students who were not eligible for the Block 8 meeting, may apply for formal ATEP admission in August. The ATEP Admissions Committee meets to rule on these candidates on the Sunday before the Fall semester officially begins. The specific date for this review is posted in the
## ATEP Prospective Athletic Training Student Admission Assessment Form

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Possible</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall GPA</td>
<td>3.5 &gt;= 40</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.0 - 3.49 = 35</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.75 - 2.99 = 30</td>
<td>(Maximum of 40 pts.)</td>
</tr>
<tr>
<td></td>
<td>2.5 - 2.74 = 20</td>
<td></td>
</tr>
<tr>
<td>Pre-Requisite</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Grades</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A = 5 pts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B = 4 pts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B+ = 3 pts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ATEP 262</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A = 5 pts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B = 4 pts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B+ = 3 pts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHED 201 or PHED 260</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A = 5 pts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B = 4 pts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B+ = 3 pts.</td>
<td></td>
</tr>
<tr>
<td>Written TC-</td>
<td>A = 10 pts.</td>
<td></td>
</tr>
<tr>
<td>ATEP Annual</td>
<td>A = 9 pts.</td>
<td></td>
</tr>
<tr>
<td>Comprehensive</td>
<td>B+ = 8 pts.</td>
<td></td>
</tr>
<tr>
<td>Exam Score</td>
<td>B = 7 pts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C = 4 pts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Maximum of 10 pts.)</td>
</tr>
<tr>
<td>O &amp; P TC-ATEP</td>
<td>A = 10 pts.</td>
<td></td>
</tr>
<tr>
<td>NAT A Mock</td>
<td>A = 9 pts.</td>
<td></td>
</tr>
<tr>
<td>Exam Score</td>
<td>B+ = 8 pts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B = 7 pts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C = 4 pts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Maximum of 10 pts.)</td>
</tr>
<tr>
<td>Final Clinical</td>
<td>A = 10 pts.</td>
<td></td>
</tr>
<tr>
<td>Observation</td>
<td>A = 9 pts.</td>
<td></td>
</tr>
<tr>
<td>Evaluation Score</td>
<td>B+ = 8 pts.</td>
<td></td>
</tr>
<tr>
<td>Interview</td>
<td>15 Points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Avg. of all Interviewers Scores)</td>
<td>(Maximum of 15 pts.)</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**
ATEP student office by the Program Director one (1) month prior to the meeting date/time.

All applicants must achieve the minimum acceptance score of 70 points on the Tusculum College ATEP Prospective Athletic Training Student Admission Assessment form (please see previous page) in order to be considered for acceptance. All Tusculum College ATEP candidates will be ranked according to the assessment form score. Available slots within the ATEP major will be filled according to this prioritized listing of candidates starting with the top candidate’s score downward. Prospective athletic training students who fail to score 70 points on initial assessment may re-submit their application during the next application period.

Students who are formally accepted into Tusculum College’s Athletic Training Education Program will be notified by mail. Formally accepted students may enroll in Clinical and professional coursework and begin official ACI assignments with clinical supervisors.

Students must earn a grade of “C-” or better in all major courses and maintain a 2.5 GPA overall. Failure to maintain the minimum GPA and program requirements will subject a student to immediate suspension from clinical rotation by the Program Director. If the student does not achieve a 2.5 or higher GPA after one semester of suspension, he/she will be dismissed from the Athletic Training Education Program. Students have the right to appeal their academic status to the College’s Admissions and Standards Committee.

ATEP students must pass all clinical evaluations with a grade of 70% or greater and have been evaluated as competent on all competencies in order to advance to the next clinical course regardless of final grade in the class. Failure to meet these requirements will result in the suspension of the student from further ATEP clinical coursework until the student has retaken and successfully passed this class. A student who has not successfully completed all competencies will be issued a grade of “I”- Incomplete. This grade must be converted to a grade of “C-” or better prior to the beginning of the next semester. Failure to do so will result in the grade of “I” converting to a grade of “F” for the clinical course. Because clinical course work must be successfully completed in sequence, a failing grade in a clinical course will result in the student being delayed in graduating from Tusculum College for a minimum of one (1) additional year.

Transfer Students
Transfer students will be allowed to formally apply to ATEP during either Block 8 or just prior to the beginning of Block 1 upon entering Tusculum College. It is the student’s responsibility to contact the ATEP Program Director and obtain the necessary forms or documents to complete the application process. Each student will be expected to complete the same requirements as the prospective ATEP student at Tus-
Tusculum College. When the student is formally accepted into the Athletic Training Education Program, the transfer student will be immediately allowed to enroll in clinical and professional courses and begin supervised clinical rotations. Any clinical work completed by the transfer student before acceptance into Tusculum College’s ATEP will not be accepted towards course substitution in regards to clinical rotations.

Technical Standards for the Athletic Training Education Program

The Athletic Training Educational Program at Tusculum College is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forward by the Athletic Training Education Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program’s accrediting agency (Commission on Accreditation of Allied Health Education Programs [CAAHEP]). The following abilities and expectations must be met and maintained by all students admitted to the Athletic Training Education Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into or remain in the program. Compliance with program’s technical standards does not guarantee a student’s eligibility for BOC certification exam.

Candidates for selection to the Athletic Training Educational Program must demonstrate:

- The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgement and to be able to distinguish deviations from the norm.

- Sufficient postural and neuromuscular control, sensory function and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely, and efficiency use equipment and materials during the assessment and treatment of patients.

- The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.

- The ability to record physical examination results and a treatment plan clearly and accurately.

- The capacity to maintain composure and continue to function well during periods of high stress.
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The perseverance, diligence and commitment to complete the Athletic Training Education Program as outlined and sequenced.

Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.

Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the Athletic Training Educational Program will be required to verify that they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards.

The Tusculum College Office of Student Affairs will evaluate a student who states she/he could meet the Program’s technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

If a student states she/he can meet the technical standards with accommodation, then Tusculum College will determine whether it agrees that the student can meet the technical standards with reasonable accommodation. This includes a review of whether the accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

NOTE: If at anytime a formally-admitted student becomes unable to meet the technical standards he/she is required to notify the ATEP Program Director or Coordinator of Clinical Education immediately. The athletic training student will then be referred to a Student Affairs representative for evaluation of the student’s ability to continue within the ATEP major.

Annual Physical Examination

ATEP students are required to complete an annual physical examination before beginning formal clinical education activities. Physical examinations will be given, at no cost in August, to enrolled ATEP students by Tusculum College team physicians. Observation students applying for program admission in April may schedule a physical exam with a member of the Athletic Training staff. This exam will be performed by a team physician at no cost to the student. Athletic Training students may complete a physical with a Physician, Nurse Practitioner, or Physician Assistant of his/her choice. However, the student must request from the Program Director or Coordinator of Clinical Education, all appropriate TC-ATEP forms to be completed by the chosen medical professional.

Annual ATEP Evaluation

Tusculum College’s Athletic Training Education Program is required to participate in an annual institutional educational effectiveness assessment. ATEP administers an annual comprehensive examination to
all students formally enrolled ATEP major’s and observation students.

The Athletic Training Education Program’s annual examination serves as a tool by which the Program staff evaluates the comprehensive knowledge, skills, and competencies of formally enrolled ATEP major’s and observation students. In addition, the annual comprehensive examination serves as ATEP’s assessment tool as a part of Tusculum College’s institutional effectiveness plan. Each year, every ATEP major or observation student will complete a comprehensive written and practical examination. The written examination will be designed by members of the ATEP academic faculty.

The exam consists of 150 written questions. The practical examination is designed by clinical instructors and includes clinical skills from completed course work. Students will be notified of test results in a timely manner.

Test scores from the comprehensive evaluation will count 30% towards a student’s clinical course grade for the current semester. Comprehensive test results serve as one criterion of evaluation for observation and transfer candidates seeking formal admission into ATEP. The student scoring the highest initial test score on the annual comprehensive examination will be presented with the annual ATEP Pinnacle Award for academic achievement.

The ATEP comprehensive examination will be given on a Sunday in late March or early April. Every formally-enrolled ATEP major or observation student will be required to take the examination. Each comprehensive examination is written to include only knowledge and skills from completed course work.

Tusculum College’s Athletic Training Education Program also certifies students annually in CPR: Professional Rescuer. All ATEP students must maintain current CPR: Professional Rescuer/AED/Oxygen administration certification throughout their enrollment in Tusculum College’s ATEP.

Fees

Formal acceptance into ATEP allows each student to begin 6 semesters of on- and off-campus clinical education rotations. As with other allied health care professions, certain fees are required of students enrolled in these pre-professional clinical activities. The following describes the typical fees expected of ATEP students and may periodically be subject to change. Students should check with the ATEP Coordinator of Clinical Education and/or Program Director for the most recent fee scales.

Uniform Fee: Approximately $350.00 to $400.00

The ATEP requires its students to wear a professional uniform when involved in on-campus and some off-campus clinical education activities. The basic uniform package is designed for use during the 3-year
clinical education program. For student convenience, the basic uniform package may be ordered through the ATEP and includes the following items:

- Wind-shirt pullover
- Waterproof warm-up jacket with two pairs of warm-up pants
- Two pairs of black shorts

Each student is responsible for providing his/her own khaki or black shorts/long pants. The cost of these latter items is not included within the cost of the basic uniform package.

**Professional Dues:** Approximately $80.00, (initially partial year enrollment, August-December) and $90.00 annually thereafter. Visit the NATA’s website for current membership fees at www.nata.org.

**Student membership in NATA, Inc. is required** of ATEP students enrolled in clinical education course work. This cost also includes student membership in the Southeast Athletic Trainers Association and the Tennessee Athletic Trainers’ Society. Benefits of NATA membership include the following: reduced fees to state, district, and national conventions and fees for the BOC certification examination, the quarterly journal of Athletic Training, the monthly NATA News, access to annual scholarships, job placement/networking opportunities, etc.

**Professional Liability Insurance:** Approximately $20.00/year.

Each ATEP student must purchase group professional liability insurance upon entry into clinical education. This policy provides protective $2,000,000/4,000,00 coverage at both on- and off-campus clinical educational settings. Each student will receive a copy of the policy.

**Health Vaccinations**

- **Hepatitis B inoculations:** Cost will vary depending on insurance or where treatment is received.

  As a part of required OSHA education, ATEP students entering clinical education programs are strongly encouraged to complete a three-injection series of Hepatitis B inoculation. The series is completed over a one-year period. Students who provide proof of previously completed inoculations and/or who request and sign a declination form are exempt from this fee. ATEP clinical course work requires each student to have started/completed the inoculation series or to have signed a declination form when beginning clinical rotations and/or observation hours.

  All the above fee information including the rules and regulations for Athletic Training Students performing observation hours or formal clinical rotations is found in the TC-ATEP Clinical Education manual. All Athletic Training students receive this manual prior to their observation rotations. The manual is reviewed with each Athletic Training student by the Coordinator of Clinical Education. The Athletic Train-
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ing student signs a form indicating that he/she has received a copy of this manual and that it has been reviewed.

Course Work:
ATED 131-136 Clinical Experience I – VI (1 credit hour each; total 6 hours)
ATED 262 Basic Athletic Training
ATED 272 Advanced Athletic Training: Lower Extremity
ATED 273 Advanced Athletic Training: Upper Extremity
ATED 285 Therapeutic Modalities
ATED 286 Therapeutic Rehabilitation
ATED 333 Nutrition (3 credit hours)
ATED 350 Advanced Athletic Training: Head and Torso
ATED 417 Management Practices in Athletic Training
ATED 418 Pharmacology for Athletic Training
ATED 452 Practicum in Athletic Training
PHED 115 Community First Aid, CPR, and Safety (1 credit hour)
PHED 201 Foundations of Physical Fitness and Wellness (3 credit hours)
PHED 251 Human Anatomy (3 credit hours)
PHED 252 Human Physiology (3 credit hours)
PHED 260 Contemporary Health Issues (3 credit hours)
PHED 380 Kinesiology (3 credit hours)
PHED 390 Physiology of Exercise (3 credit hours)
TOTAL: 64 semester hours

Course Descriptions

ATED 131. CLINICAL EXPERIENCE I. 1 semester hour.
This lab course is designed to assist sophomore level student athletic trainers in the application of academic/didactic knowledge and skills within the clinical setting. A student may be placed to receive an “equipment intensive” clinical experience or one emphasizing “lower extremity injury.” Areas of emphasis include the following: OSHA requirements, environmental injuries, emergency care planning, organization of the NATA, assessing vital signs, surface anatomy and palpation, back-boarding, rigid, air, and vacuum splinting, taping techniques, the manufacturing/fitting of protective pads, fitting of protective equipment and crutches, diagnostic testing, introduction to infrared modalities, introduction to pharmacology, general injury assessment, and rehab, taping and wrapping techniques, and SOAP documentation. A minimum of 200 clinical hours of ACI-supervision is required. Prerequisites: PHED 115, 201 or 260, ATEP 262, and/or consent of instructor. Competency: Civility. Offered every year

ATED 132. CLINICAL EXPERIENCE II. 1 semester hour.
This lab course is designed to assist sophomore level student athletic trainers in the application of academic/didactic knowledge and skills
within the clinical setting. A student may be placed to receive an “equipment intensive” clinical experience or one emphasizing “upper extremity injury.” Areas of emphasis include the following: review of first aid/CPR skills, taping, wrapping, and muscle testing. ATEP comprehensive examination. A minimum of 200 clinical hours of ACI-supervision is required. Prerequisites: PHED 115, 201 or 260, 251, 252, ATEP 131, 262, 272, and/or consent of instructor. Competency: Civility. Offered every year.

ATEP 133. CLINICAL EXPERIENCE III. 1 semester hour. This lab course is designed to assist junior level student athletic trainers in the application of academic/didactic knowledge and skills within the clinical setting. A student may be placed to receive an “equipment intensive” clinical experience, one emphasizing “lower extremity injury,” or one emphasizing “upper extremity injury” as needed. Areas of emphasis include the following: OSHA standards, environmental injuries, emergency care planning, sling psychrometer use, goniometry, hand dynamometer testing, oxygen tank set up and use, SAC protocol, otoscope/opthalmoscope use, Cybex testing, therapeutic pharmacology, NCAA/ACSM position statements, strength and weight training protocols for the upper extremity, back-boarding and upper extremity/torso injuries/illness. A minimum of 200 clinical hours of ACI-supervision is required. Prerequisites: PHED 115, 201 or 260, 251, 252, ATEP 131, 132, 262, 272, 273, 285, 286 and/or consent of instructor. Competency: Civility. Offered every year.

ATEP 134. CLINICAL EXPERIENCE IV. 1 semester hour. This lab course is designed to assist junior level student athletic trainers in the application of academic/didactic knowledge and skills within the clinical setting. A student is placed within a six week orthopaedic and a three week general medical rotation at an off-campus affiliated clinical site. Areas of emphasis include the following: review of first aid/CPR skills, dermatology, goniometry, NCAA/ACSM position statements, strength and weight protocols for the lower extremity, social and performance enhancement pharmacology, back-boarding, traction splinting, medical/communicable diseases, skin fold caliper use, and lower extremity injuries/illnesses. ATEP comprehensive examination. A minimum of 200 clinical hours of ACI/CI-supervision is required. Prerequisites: PHED 115, 201 or 260, 251, 252, ATEP 131, 132, 133, 262, 272, 273, 285, 286, 333, 350, and/or consent of instructor. Competency: Civility. Offered every year.

ATEP 135. CLINICAL EXPERIENCE V. 1 semester hour. This lab course is designed to assist senior level student athletic trainers in the application of academic/didactic knowledge and skills within the clinical setting. A student is placed either on-campus or at an off-
campus at an ACI/CI-supervised affiliated high school clinical setting. Areas of emphasis include the following: OSHA standards, environmental injuries, back-boarding, emergency care planning, medical intervention and referral, research methods, professional development, peer education, gait analysis, joint mobilization, use of the computer in the athletic training setting, employment skills and networking, technology use in education, clinical decision making scenarios. Begin reviewing knowledge and clinical skills in preparation for the BOC certification examination. A minimum of 200 clinical hours of ACI/CI-supervision is required. Prerequisites: PHED 115, 201 or 260, 251, 252, 380, 390, ATEP 131, 132, 133, 134, 262, 272, 273, 285, 286, 333, 350, and/or consent of instructor. Competency: Civility. Offered every year.

ATEP 136. CLINICAL EXPERIENCE VI. 1 semester hour. This lab course is designed to assist senior level student athletic trainers in the application of academic/didactic knowledge and skills within the clinical setting. A student is placed at an off-campus ACI/CI-supervised clinical setting that closely match his/her entry-level career interest area. Areas of emphasis include the following: review of first aid/CPR skills, peer education, joint mobilization, clinical decision making scenarios, rehab progressions, and computer injury assessment scenarios reviews in preparation for the BOC exam. A minimum of 200 clinical hours of ACI/CI-supervision is required. Prerequisites: PHED 115, 201, 251, 252, 260, 380, 390, ATEP 131, 132, 133, 134, 135, 262, 272, 273, 285, 286, 333, 350, 417, and/or consent of instructor. Competency: Civility. Offered every year.

ATEP 262. BASIC ATHLETIC TRAINING. An introductory course to the field of Athletic Training. Emphasis is placed on elements of recognition/care and prevention of common athletic illnesses and injuries. The roles of the BOC-certified athletic trainer and other community-based emergency care providers are also discussed. Includes a lab covering the selection, fabrication, and application of preventive taping, wraps, pads, splints, braces, and other specific protective devices. OSHA and Universal precaution during wound care and management are discussed and demonstrated as are the fitting of protective athletic equipment and crutches. Competency: Self-knowledge. Offered every year.

ATEP 272. ADVANCED ATHLETIC TRAINING: LOWER EXTREMITIES. A course covering accepted techniques and procedures in the clinical evaluation of common athletic injuries/illness of the lower extremities. Includes history taking, visual inspection, manual palpation, and specific and functional testing. Recognition of clinical presentations of athletic injuries and illnesses of the lower extremities are also covered. Prerequisites: PHED 115, 201 or 260, 251, 252, ATEP 262. Competency: Critical analysis. Offered every year.
ATEP 273. ADVANCED ATHLETIC TRAINING: UPPER EXTREMITIES.
A course covering accepted techniques and procedures in the clinical evaluation of common athletic injuries/illness of upper extremities. Includes history taking, visual inspection, manual palpation, and specific and functional testing. Recognition of clinical presentations of athletic injuries and illnesses of the upper extremities are also covered. Prerequisites: PHED 115, 201 or 260 251, 252, ATEP 131, 262, 272. Competency: Critical analysis. Offered every year.

ATEP 285. THERAPEUTIC MODALITIES.
A course covering the theory and clinical application of contemporary electromagnetic, hydrotherapy, acoustic, and mechanical therapeutic modalities. Principles of electrophysics and biophysics, pain theories, indications/contraindications of the local and systemic effects of modality use on traumatized tissues are discussed. Three credits of lecture and one credit of lab. Taken concurrently with ATEP 286: Therapeutic Rehabilitation. Prerequisites: PHED 251, 252, ATEP 131, 262, 272, 273, or consent of instructor. Competency: Analytical reading or critical analysis. Offered every year.

ATEP 286. THERAPEUTIC REHABILITATION.
A theory and laboratory course covering those topics associated with therapeutic rehabilitation: indications/contraindications isometric, isotonic, and isokinetic exercise, passive, active-assisted, active, and resistive exercise, manual resistance, open and closed chain kinetic exercise, proprioceptive neuromuscular facilitation, joint mobilization and pool exercises. Consideration of the psychological needs of the injured athlete, manual muscle testing, goniometric measurement and methods of setting rehab goals are also discussed and demonstrated. Three credits of lecture and one credit of lab. Taken concurrently with ATEP 285: Therapeutic Modalities. Prerequisites: PHED 251, 252, ATEP 131, 262, 272, 273 or consent of instructor. Competency: Analytical reading or critical analysis. Offered every year.

ATEP 333. NUTRITION FOR HEALTH AND PERFORMANCE. 3 semester hours.
This course provides knowledge of the functions of food and its relationship with health and human performance allowing students to make informed choices regarding personal nutritional habits. Topics of study include the following: essential dietary nutrients; dietary energy sources at rest and during exercise; weight control, body composition, and exercise; eating disorders; nutrition for physically active; pre/post-exercise meals and dietary supplements; and dietary analysis and making better selections. Prerequisites: PHED 251, 252. Competency: Critical analysis. Offered every year.
ATEP 350. ADVANCED ATHLETIC TRAINING: HEAD AND TORSO. A course covering accepted techniques and procedures in the clinical evaluation of common athletic injuries/illness of the head and torso. Includes history taking, visual inspection, manual palpation, and specific and functional testing. Recognition of clinical presentations of athletic injuries and illnesses of the head and torso are also covered. Prerequisites: PHED 115, 201 or 260, 251, 252, ATEP 131, 132, 262, 272, 273, 285, 286. Competency: Critical analysis. Offered every year.

ATEP 417. MANAGEMENT PRACTICES IN ATHLETIC TRAINING. A course covering the following topics associated with the administration of an athletic training/health care facility: legal liability, pre-participation physical examinations, facility design and safety management, OSHA standards, budgeting and inventory, employment strategies, peer education, computer use in the clinical setting, and ACSM/NCAA position statements. Prerequisites: Completion of Sophomore and Junior level ATEP course work and Senior standing. Competency: Public speaking. Prerequisites: ATEP 131, 132, 133, 134, 272, 273, 285, 286, 333, 350, PHED 115, 201 or 260, 251, 252, or consent of instructor. Offered every year.

ATEP 418. PHARMACOLOGY FOR ATHLETIC TRAINING. Students will study the therapeutic use of drugs in athletic training, including the legal, moral and ethical implications of drug administration by the athletic trainer. Students will learn the processes of Pharmacokinetics/Pharmacodynamics and how these impact a drug’s production of desired therapeutic effects and/or side effects. Students will learn the various classes and subclasses of drugs commonly used in athletics. Dosages, indications, contraindications, and modes of action will all be discussed. Prerequisites: MATH 215, PHED 251, PHED 252, ATEP 333 or permission of the instructor. Offered every year.

ATEP 452: PRACTICUM IN ATHLETIC TRAINING. A 120-hour off-campus clinical placement within an allied health, collegiate, hospital, industrial, recreational, professional sport, and/or public school setting where the student will gain supervised work experience in athletic training by a BOC-certified athletic trainer, health care management or other area of interest supervised by appropriately credentialed and licensed professional. Prerequisites: Senior standing with completion of Sophomore and Junior level athletic training course work and ATEP 417: Management Practices in Athletic Training, ATEP 131, 132, 133, 134, 135, 262, 272, 273, 285, 286, 333, 350, PHED 115, 201 or 260, 251, 252, 380, 390, or consent of instructor. Competency: Civility and/or ethics. Offered every year.
PHED 115: COMMUNITY FIRST AID, CPR, AND SAFETY. 1 semester hour.
Designed to assist the students develop knowledge and skills in First Aid, CPR, and Safety. Red Cross Certification is possible. Offered every year.

PHED 201: FOUNDATIONS OF PHYSICAL FITNESS & WELLNESS. 3 semester hours.
Designed to help students develop physical fitness and wellness. Students will also be familiarized with the strategies and methods used in teaching fitness and wellness. Competency: Self-Knowledge. Offered every year.

PHED 251: HUMAN ANATOMY. 3 semester hours.
After successful completion of this course, the student will demonstrate knowledge and skill regarding basic structure of the human body. This course is designed to prepare the student for further study in Kinesiology and Exercise Physiology. The course will include both classroom and laboratory work. Competency: Critical Analysis. Offered every year.

PHED 252: HUMAN PHYSIOLOGY. 3 semester hours.
After successful completion of this course, the student will demonstrate knowledge and skill regarding basic function of the human body. This course is designed to prepare the student for further study in Kinesiology and Exercise Physiology. The course will include both classroom and laboratory work. Competency: Critical Analysis. Offered every year.

PHED 260: CONTEMPORARY HEALTH ISSUES. 3 semester hours.
Designed to develop knowledge of current personal, school, and social health issues and how they relate to national and international health and wellness. Competency: Writing. Offered every year.

PHED 380: KINESIOLOGY. 3 semester hours.
Designed to develop knowledge of the science and mechanics of human movement. It includes lecture and laboratory course work. Competency: Critical Analysis. Offered every year. Prerequisite: PHED 251, 252.

PHED 390: PHYSIOLOGY OF EXERCISE. 3 semester hours.
Designed to study the function of the human body under the stress of exercise. The student will demonstrate skill in planning fitness and sports training programs. The course includes lecture and laboratory work. Competency: Critical Analysis. Offered every year. Prerequisite: PHED 251, 252.
TUSCULUM COLLEGE 2004-2005
Athletic Training Education Program
Four Year Suggested Course Sequence
Revised May, 2004

Freshman year
Fall
HUMA 101 OLIC or Elective (4 hours)
ENGL 110 or 200 (4 hours)
MATH 102 College Algebra (4 hours)
ENGL 111 or 212 (4 hours)
PHED 115 First Aid/CPR/Safety (1 hour)
WCMC 105 Public Speaking (or Spr.) (1 hour)
Total: 17 or 18.0 hours
Spring
PHED 201 Fndtns. of Phyl. Fit. & Health (3 hours)
ATEP 262: Basic Athletic Training (or Fall) (4 hours)
EVSC 111 Environ. Science or elective** (4 hours)
CISC 100: Computer as a Tool or test out (4 hours)
PHED Elective Activity Course (1 hour)
WCMC 105 Public Speaking (or Fall) (1 hour)
Total: 16 or 17 hours

Sophomore year
Fall
PHED 251 Human Anatomy (3 hours)
PHED 252 Human Physiology (3 hours)
HIST 125 People Shall Judge I (4 hours)
ATEP 272 Adv. Athl. Tr. LE (4 hours)
ATEP 131 Clinical Experience I (1 hour)
Total: 15 hours
Spring
ATEP 273 Adv. A.T.: Upper Extremity (4 hours)
ATEP 285 Therapeutic Modalities (4 hours)
ATEP 286 Therapeutic Exercise (4 hours)
SOCl 251 Citizenship/Social Change (4 hours)
ATEP 132 Clinical Experience II (1 hour)
Total: 17 hours

Junior year
Fall
ATEP 350 Adv. A.T.: Head/Torso (4 hours)
SVLN Elective (4 hours)
ATEP 333 Nutrition (3 hours)
MATH 215 Elementary Statistics (4 hours)
ATEP 133 Clinical Experience II (1 hour)
Total: 16 hours
Spring
SVLN or Elective (4 hours)
HIST 225 People Shall Judge II or Elective**(4 hours)
<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Senior year</td>
<td>PHED 390 Physiology of Exercise (3 hours)</td>
<td>3</td>
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<tr>
<td></td>
<td>PHED 380 Kinesiology (3 hours)</td>
<td>3</td>
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<tr>
<td></td>
<td>ATEP 134 Clinical Experience IV (1 hour)</td>
<td>1</td>
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<td></td>
<td>Total: 15 hours</td>
<td>15</td>
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<tr>
<td>Fall</td>
<td>HIST 325 Athens to Philadelphia (4 hours)</td>
<td>4</td>
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<td></td>
<td>ATEP 417 Mgt. Practices in A.T. (4 hours)</td>
<td>4</td>
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<td>RELG 302 Jerusalem (4 hours)</td>
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<td></td>
<td>PHED 260 Contemp. Health Issues (3 hours)</td>
<td>3</td>
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<td></td>
<td>ATEP 135 Clinical Experience IV (1 hour)</td>
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<td>Total: 16 hours</td>
<td>16</td>
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<tr>
<td>Spring</td>
<td>ATEP 452 Practicum in Athletic Training (4 hours)</td>
<td>4</td>
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<td>CMNS 460 Sr. Seminar or Elective (4 hours)</td>
<td>4</td>
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<td></td>
<td>Elective (4 hours)</td>
<td>4</td>
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<tr>
<td></td>
<td>ATEP 418 Pharmacology for Athletic Training (4 hours)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ATEP VI Clinical Experience VI (1 hour)</td>
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<tr>
<td></td>
<td>Total: 17 hours</td>
<td>17</td>
</tr>
</tbody>
</table>

*Transfer student or students initially enrolling after Block 1 of the Freshman year.*

**Commons Curricular changes for 2003-2004 academic year.**
This program of study is designed to expose the student to a wide variety of subjects within the biological sciences and is the major of choice for students seeking teacher certification with a biology concentration. While encouraging a generalist approach to the biological sciences, the curriculum is also designed to encourage development of critical thinking, analytical reading, writing, and public speaking skills. Service learning and community involvement are important components of the curriculum and should be encouraged at every opportunity. Charges may be placed on the student’s account for laboratory equipment broken or damaged as a result of student negligence.

**Biology Major**
BIOL 101 General Biology I  
BIOL 102 General Biology II  
BIOL 202 Microbiology  
BIOL 204 Nonvascular Plants  
BIOL 205 Morphology & Taxonomy of Plants  
BIOL 220 or BIOL 221 Vertebrate Zoology I or II  
BIOL 301 General Ecology  
BIOL 302 Physiology  
BIOL 311 Genetics  
BIOL 401 Invertebrate Zoology  
TOTAL: 40 semester hours

**Biology Minor**
BIOL 101 General Biology I  
BIOL 102 General Biology II  
BIOL 202 Microbiology OR  
BIOL 301 General Ecology  
BIOL 302 Physiology  
BIOL 311 Genetics  
TOTAL: 20 semester hours

**Teacher Certification - biology concentration**
The following program leads to licensure for teaching Biology in grades 7-12 and is comprised of 165 semester hours, as follows:
- Major 56
- Professional Education 40
- General Education 69

**Major Curriculum**
BIOL 101 General Biology I  
BIOL 102 General Biology II  
BIOL 202 Microbiology  
BIOL 204 Nonvascular Plants
TUSCULUM COLLEGE 2004-2005

BIOL 205 Morphology & Taxonomy of Plants
BIOL 301 General Ecology
BIOL 302 Physiology
BIOL 311 Genetics
BIOL 401 Invertebrate Biology
CHEM 101 General Chemistry I
CHEM 102 General Chemistry II
NSCI 100 Physical Science
PHYS 101 General Physics I
PHYS 102 General Physics II

**Professional Education Curriculum**
EDUC 200 History, Philosophy and Principles of Education
EDUC 320 Classroom Discipline and Management
HGLN 337 Assessment and Evaluation
EDUC 342 Learning Environments 7-12
EDUC 419 Content Area Reading
EDUC 452 Student Teaching Seminar
EDUC 456 Enhanced Student Teaching (7-12)
SPED 101 Survey of the Regular and Special Populations Within the School Environment

**General Education Curriculum**
CISC 100 Computer as a Tool
CISC 216 Computer as a Classroom Support System
ENGL 110 Composition and Rhetoric
ENGL 111 Composition, Rhetoric and Research
EVSC 111 Environmental Science
HIST 101 or 102 The West and the World I or II
HIST 125 The People Shall Judge I
HIST 201 or 202 U.S. History I or II
HUMA 101 Our Lives in Community
MATH 102 College Algebra
MATH 215 Elementary Statistics
PSYC 101 Essentials of Psychology
PSYC 200 Developmental Psychology
PSYC 305 Educational Psychology
RELG 302 Jerusalem
SOCI 101 Principles and Social Institutions
WCMC 105 Public Speaking

*Choose one of the following courses:*
MUSC 101 Introduction to Western Music
THEA 104 Introduction to Theatre
VISA 110 Introduction to Art
BIOL 100. INTRODUCTORY BIOLOGY.
A general course designed to meet the needs of the non-science major. A non-technical presentation of the terminology and role of biology as it relates to the daily life of an educated person. This course will not count toward a biology major. Offered every year.

BIOL 101. GENERAL BIOLOGY I.
Basic principles of biology, including cellular organization, cellular division, genetics, development, respiration, excretion, digestion, circulation, reproduction, neural control, sensory perception, and skeletal and muscular function. Offered every year.

BIOL 102. GENERAL BIOLOGY II.
Principles of biology, including basic biochemistry and metabolic processes, plant structure and function, ecology, evolution, and a survey of the kingdoms. Emphasis on development of critical thinking and laboratory skills. Prerequisites: BIOL 101 or permission of the instructor. Offered every year.

BIOL 202. MICROBIOLOGY.
A study of microorganisms, primarily prokaryotes and non-living infectious agents, with emphasis first on basic processes, such as observation, structure growth, metabolism, taxonomy, virology, and control; and then on applied aspects, including chemotherapeutics, microbial ecology, medical microbiology, epidemiology, and food microbiology. Laboratory will stress aseptic technique, staining, enumeration, and isolation and characterization of microbes. Prerequisites: BIOL 101 and BIOL 102. Offered every year.

BIOL 204. NONVASCULAR PLANTS.
Familiarizes the student with the nonvascular flora; morphology, distribution, and ecology of these plants. Prerequisites: BIOL 101 and BIOL 102. Offered every other year.

BIOL 205. MORPHOLOGY AND TAXONOMY OF VASCULAR PLANTS.
Detailed instruction in proper use of a biological key; lab and field work devoted to morphology, collection, and identification. Prerequisites: BIOL 101 and BIOL 102. Offered every other year.

BIOL 220. VETERBRATE ZOOLOGY I.
Survey of the morphological, physiological, ecological, and phylogenetic relationships of vertebrates. Laboratory work will be directed toward an understanding of the comparative and developmental morphologies of the major groups. Prerequisites: BIOL 101 and BIOL 102. Offered every other year.
BIOL 221. VERTEBRATE ZOOLOGY II.
Survey of the taxonomic relationships and diversity of the vertebrates. Laboratory and field work will involve collection, identification, and curation of the vertebrates of the Southeastern United States. Prerequisite: BIOL 220. Offered every other year.

BIOL 301. GENERAL ECOLOGY.
The organism’s relationship to its environment; factors influencing populations, communities, and distribution; emphasis on problems of pollution and their effects on the ecosystem. Prerequisites: BIOL 101 and BIOL 102. Offered every year.

BIOL 302. HUMAN PHYSIOLOGY.
Consideration of functions at the cellular level with emphasis on the physiology of human systems. Prerequisites: BIOL 101 and BIOL 102. Offered every other year. Competency: Critical Analysis.

BIOL 303. HISTOLOGY.
An in-depth treatment of the cells and tissues we are made of, and the logic of its organization. After studying the basic tissues, we will look at how they contribute to the functional anatomy of all organs and systems. We will emphasize structure-function relationships. Laboratory will consist of examination of prepared microscope slides, emphasizing identification of structures, tissues, and organs. Also, the preparation, sectioning, and staining of tissues will be practiced. Prerequisites: BIOL 101 and BIOL 102. Offered every other year.

BIOL 305. PARASITOLOGY.
Taxonomy, morphology, and epidemiology of animal parasites. Special attention is given to parasites of humans. Diagnostic, clinical, preventive, and control measures stressed. Identification, classification, and anatomy will be stressed in laboratory. Prerequisites: BIOL 101 and BIOL 102. Offered every other year.

BIOL 308. IMMUNOLOGY
This course presents a review of adaptive immunity, recognition of self and non-self, effector mechanisms, and common laboratory techniques used to evaluate the state of the immune system. The remaining subjects will deal with the mechanisms by which pathogens avoid immune response, inherited and acquired immunodeficiencies, hypersensitivities, transplant rejections, control of the immune response, immune response to tumors, and vaccinations. Prerequisites: BIOL 101, 102, and CHEM 102. Offered every other year.

BIOL 311. GENETICS.
A study of transmission, population and molecular genetics and DNA
technology. Laboratory experiments constitute a significant portion of this course. Prerequisites: BIOL 101, BIOL 102, and BIOL 202 or permission of instructor. Offered every year. Competency: Analytical Reading.

BIOL 401. INVERTEBRATE ZOOLOGY.
Survey of the invertebrate groups with emphasis on their taxonomy, morphology, physiology, distribution, and ecology. Lab work includes field studies, collections, and the dissection of selected invertebrates. Prerequisites: BIOL 101 and BIOL 102. Offered every other year.

BIOL 402. EMBRYOLOGY.
A comparative study of the developmental processes of vertebrates and invertebrates, emphasizing human embryology and development. Attention is given to maturation, fertilization, cleavage, organogeny, and structural and phylogenetic relationships. Prerequisites: BIOL 101 and BIOL 102. Offered every other year.

BIOL 403. COMPARATIVE ANATOMY.
Detailed attention to the anatomy of several vertebrates so that the student may become better acquainted with the phylogeny of organ systems. Laboratory study consists of a comparative study of amphioxus, dogfish, necturus, and the cat. Prerequisites: BIOL 101 and BIOL 102. Offered every other year.

BIOL 404. FIELD BIOLOGY.
Studies of plant and animal forms in their natural environments. Attention will be given to their ecological and phylogenetic relationships. Collection, identification and preservation techniques will be emphasized. Prerequisite: Permission of the instructor. Offered every other year.

BIOL 405. SENIOR SEMINAR.
Discussions of contemporary interest on current biological problems and research. Prerequisite: Open to students other than seniors by permission of instructor. Competencies: Self Knowledge, The Ethics of Social Responsibility, and Civility.

BIOL 450. INDEPENDENT STUDY.
Projects open to Juniors and Seniors. Formal report is required. Prerequisite: Permission of instructor.

BIOL 451. INTERNSHIP IN BIOLOGY.
Students will gain experience appropriate to their area of specific interest within the major by arranging internships within federal and state agencies, industry or private business. Prerequisite: 16 hours in the Biology major.
BIOL 452. INTERNSHIP IN MEDICAL PRE-PROFESSIONAL.
Students will gain experience appropriate to their area of specific interest within the major by arranging internships within federal and state agencies, industry or private business. Prerequisite: 16 hours in the Medical Pre-Professional major.
BUSINESS ADMINISTRATION

Our communities are strengthened economically, socially, politically, and culturally by the organizations that function in them. Those organizations, both large and small, profit and nonprofit, need managers who have integrity, good judgment, and civic mindedness. The Business Administration program at Tusculum, steered by the mission of the College, integrates these virtues throughout the program of study.

Business is a dynamic field of study. The competencies of Writing, Analytical Reading, Public Speaking, Critical Analysis, Civility, and Computer Literacy are integrated throughout the Business Administration program. In addition, the global marketplace, ethical decision making, diversity in the work place, and the team-centered approach are stressed. For the Tusculum Business Administration major, the focused calendar allows an opportunity to develop skills and knowledge that will help them to be productive members of the communities and organizations they choose.

Graduates of the College have discovered various roads to success. Initially, many begin in sales, business administration trainee programs, first line management, and production. Others continue their education and pursue graduate degrees. Tusculum graduates are entrepreneurs, managers, supervisors, educators, and consultants.

Core Curriculum

The Business Administration program of study is offered in two concentrations: General Management and Management Accounting.

Each concentration requires the business administration major to have a generalist background in management, accounting, economics, finance, and computer applications. Building from this knowledge base, the student continues to increase his/her skills and knowledge with the required courses of the concentration. The flexibility of the curriculum allows students to select additional business administration courses for electives.

The core curriculum for both concentrations within the business administration program of study is as follows:

CISC 200 Management Information Systems and Systems Analysis
BUSN 201 Principles of Economics
BUSN 210 Principles of Management
BUSN 211 Accounting Principles I
BUSN 212 Accounting Principles II
BUSN 322 Finance
BUSN 403 Business Law and Ethics
BUSN 449 Policy, Ethics, and Strategy
TOTAL: 32 semester hours

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The following paragraphs list the required curriculum for each concentration in addition to this core curriculum.

**General Management**
This concentration emphasizes a generalist approach to studying the dynamic environment of business.
BUSN 202 Principles of Economics II
BUSN 305 Principles of Marketing
BUSN 312 Organizational Behavior
BUSN 334 Human Resource Management
BUSN 446 International Business
TOTAL: 20 semester hours plus the core curriculum
Students in management are strongly encouraged to elect BUSN 451, Internship in Business, to strengthen their major.

**Management Accounting**
This concentration provides an accounting perspective for studying management.
BUSN 317 Intermediate Accounting I
BUSN 318 Intermediate Accounting II
BUSN 323 Auditing
BUSN 351 Cost Accounting
BUSN 441 Income Tax I: Personal
BUSN 442 Income Tax II: Business
TOTAL: 24 semester hours plus the core curriculum
Students in management are strongly encouraged to elect BUSN 451, Internship in Business, to strengthen their major.

**Management Minor**
CISC 200 Management Information Systems and Systems Analysis
BUSN 201 Principles of Economics
BUSN 210 Principles of Management
Select two additional courses in BUSN at the 300 or 400 level.
TOTAL: 20 semester hours

**Course Descriptions**

BUSN 201. PRINCIPLES OF ECONOMICS.
Analysis of the overall performance of economic systems. Topics discussed include employment, inflation, economic growth, and development. Forecasting techniques and the effects of monetary and fiscal policies are analyzed. Competency: Critical Analysis. Prerequisite: MATH 215 or permission of instructor. Offered every year.

BUSN 202. PRINCIPLES OF ECONOMICS II.
An introduction to microeconomics with emphasis on applying basic
microeconomic concepts to consumer and firm decisions. Special consideration is given to price, production, and cost determination along with profit maximization for firms in various market structures. Competency: Critical Analysis. Prerequisite: BUSN 201. Offered every year.

BUSN 210. PRINCIPLES OF MANAGEMENT.
Introduction to management theory and practice with emphasis on the functions of planning, organizing, staffing, leadership, and controlling. Social and ethical issues will be discussed. Competencies: Writing and Civility. Prerequisite: ENGL 111. Offered every year.

BUSN 211. ACCOUNTING PRINCIPLES I.
Introduces the student to accounting principles and concepts. Includes the study of financial statements, information processing cycle, receivable, inventory methods, plant, equipment, and intangible assets. Competencies: Critical Analysis and Ethics of Social Responsibility. Offered every year.

BUSN 212. ACCOUNTING PRINCIPLES II.
A study of accounting principles relevant to payroll accounting, liabilities, partnership, corporations, and investments. Also, techniques required in compiling and interpreting data to be used in decision making, includes funds flow, budgeting, and cost analysis. Competency: Critical Analysis. Prerequisite: BUSN 211. Offered every year.

BUSN 213. INTERPERSONAL COMMUNICATION IN ORGANIZATIONS.
A study of the theory and practice of communication within the organizational context, including consideration of small group information processing, individual roles, conflict resolution, formal and informal communication networks, and their relationship to organizational structure. This course will address specific managerial communication skills necessary for successful employee hiring, appraisals, reprimands, and termination interviews. Competencies: Public Speaking, Writing, and Civility. Prerequisite: BUSN 210 or permission of instructor. Offered every year.

BUSN 247. PERSONAL INVESTING.
An overview of the investment process, establishing personal investment objectives; exposure to principles of the market, portfolio diversification, fundamental and technical analysis techniques; and developing a personal investment status. Competency: Critical Analysis. Offered every other year.

BUSN 305. PRINCIPLES OF MARKETING.
The study of marketing concepts and practice, including distribution,
advertising, mix, segmentation, and differentiation. Competencies: Ethics of Social Responsibility and Public Speaking. Prerequisite: BUSN 210. Offered every year.

BUSN 310. STUDENTS IN FREE ENTERPRISE.
This course offers an opportunity to do in-depth study of a business issue. An approved project will be selected by a student and/or professor providing them with an opportunity to integrate their academic training with real-world conditions. Each project will be consistent with the goals of the SIFE organization. The mini-course will take two or more blocks to complete. Students can receive one-half credit hour for 11 contact hours of documented work on a SIFE project. Maximum allowable credit for this mini-course is two hours. Competency: Critical Analysis. Prerequisite: SIFE participation. Offered every year.

BUSN 312. ORGANIZATIONAL BEHAVIOR.
Deals with the relationship between the individual and the organization and such basic psychological processes as need satisfaction, attitude formation, and decision making. Within this area particular emphasis is placed on leadership, problem solving, conflict resolution, communication, and team building. This course will include a review of principles and concepts from lower division coursework in the major. Competencies: Public Speaking, Self Knowledge, and Writing. Prerequisite: BUSN 210. Offered every year.

BUSN 317. INTERMEDIATE ACCOUNTING I.
Fundamental theories and practices of accountancy, tangible assets, and deferred items, includes an insight into authoritative accounting pronouncements of various accounting organizations. Competency: Critical Analysis. Prerequisite: BUSN 212. Offered every other year.

BUSN 318. INTERMEDIATE ACCOUNTING II.
Fundamental theories and practices related to liabilities, bonds/notes, leases, ownership, and taxes, includes an insight into authoritative accounting pronouncements. Competencies: Analytical Reading and Writing. Prerequisite: BUSN 317. Offered every other year.

BUSN 322. PRINCIPLES OF FINANCE.
The study of the financial function of organizations including risk assessment and management, capital budgeting, funds sourcing, and working capital management. Competency: Critical Analysis. Prerequisite: BUSN 211. Offered every year.

BUSN 323. AUDITING.
A course in the fundamental theories and practices of internal and external auditing stressing content and development of audit programs
BUSN 324. ADVANCED AUDITING.
A further study of auditing, including case application, evaluation of theory, and philosophy of auditing. Prerequisite: BUSN 323. (Offered only as a supplement in the accounting concentration.)

BUSN 334. HUMAN RESOURCE MANAGEMENT.
This course covers the major topics that make a critical difference in the life of a manager/supervisor. Technical, psychological, social, and political issues in management will be addressed. Also included are issues related to selection and placement of personnel, induction, training, performance appraisal, wage and salary administration, and a discussion of union/management relations. Competencies: Analytical Reading and Self Knowledge. Prerequisite: BUSN 210. Offered every year.

BUSN 351. COST ACCOUNTING.
The theories, techniques, and procedures in cost accumulation, reporting, and control. The course includes a study of job order costing, process costs, by-products and joint products costing, and standard cost and variance analysis. Competencies: Critical Analysis, Analytical Reading, and Writing. Prerequisite: BUSN 212. Offered every other year.

BUSN 400. SPECIAL TOPICS IN BUSINESS.
Management related topics selected to meet specific student needs. Designed to promote advanced study related to other Management course offerings. Competency: Ethics of Social Responsibility. Prerequisite: Permission of instructor.

BUSN 403. BUSINESS LAW AND ETHICS.
Contracts and agency, rights, obligations and relationship of the agent, principal, and third party conveyances and mortgages of real property, and negotiable instruments. Also includes study of computer law and data security and ethics. Competencies: Analytical Reading and Ethics of Social Responsibility. Prerequisite: BUSN 210. Offered every year.

BUSINESS 441. INCOME TAX I: PERSONAL.
A course in the preparation of personal income tax returns, including the comprehensive analysis of major option and supplemental schedules. Competencies: Critical Analysis, Writing, and Computer Literacy. Prerequisite: BUSN 212. Offered every other year
BUSN 442. INCOME TAX II: BUSINESS.
A course in the preparation of corporate and estate taxes with an emphasis on the general procedures related to small business. Competencies: Writing, Public Speaking, and Computer Literacy. Prerequisite: BUSN 212. Offered every other year.

BUSN 446. INTERNATIONAL BUSINESS.
Investigates the economic, financial, legal, political, and cultural setting of international business. Evaluates problems, policies, and operations of multinational enterprises on such issues as strategic planning, organizational structure, and political risk management. Competencies: Analytical Reading and Civility. Prerequisite: BUSN 210. Offered every year.

BUSN 449. POLICY, ETHICS AND STRATEGY.
The integrative analysis of the restrictions of resources and ethics and the opportunities possible leading to the establishment of a realistic organizational mission, a strategy for success, and a policy for implementation. Case study is extensive. Competencies: Writing, Public Speaking, and Ethics of Social Responsibility. Prerequisites: BUSN 210, BUSN 312, and senior standing as a Business Administration major. Offered every year.

BUSN 451. INTERNSHIP IN BUSINESS. 4-8 semester hours.
Students who want an opportunity to test their knowledge of business and their competency skills in a real organizational setting can elect to serve as an intern in a work-study program. This program will require a contractual agreement between the student, the organization and the Coordinator of the Business Administration Program. To be eligible to register for this course, a student must have a minimum GPA of 2.75 in the major and prior approval from the program coordinator. Competencies: Civility, Writing, and Critical Analysis.
The curriculum of the Chemistry program is designed to help develop and maintain critical thinking, analytical reading, writing, and public speaking skills. Service learning and community involvement are important components of the curriculum at every opportunity. Charges may be placed on the student’s account for laboratory equipment broken or damaged as a result of student negligence.

Chemistry Minor
CHEM 101 General Chemistry I
CHEM 102 General Chemistry II
CHEM 203 Organic Chemistry I
CHEM 204 Organic Chemistry II
CHEM 301 Biochemistry OR
CHEM 209 Environmental Chemistry
TOTAL: 20 semester hours

COURSE DESCRIPTIONS

CHEM 101. GENERAL CHEMISTRY I.
This course will cover general concepts and theories of chemistry. These topics will include atomic and molecular structure, stoichiometry, reactions in solution, gases, periodic table, covalent bonding/molecular geometry, and thermochemistry. Competency: Analytical Reading. Prerequisite: MATH 102 or Level 2 Math competency. Offered every year.

CHEM 102. GENERAL CHEMISTRY II.
A continuation of CHEM 101. Topics will include liquids and solids, solution chemistry, kinetics, chemical equilibrium, acid base reactions, spontaneity, and intro to organic chemistry. Competency: Critical Analysis. Prerequisite: CHEM 101. Offered every year.

CHEM 203. ORGANIC CHEMISTRY I.
A study of the structure, reactivity, and synthesis of several classes of organic compounds including alkanes, alkenes, alkynes, aromatic hydrocarbons, alkyl halides, alcohols, and phenols. Stereochemistry of organic compounds will also be covered. Competency: Writing. Prerequisite: CHEM 102. Offered every year.

CHEM 204. ORGANIC CHEMISTRY II.
A study of the structure, reactivity, and synthesis of several classes of organic compounds including ethers, epoxides, aldehydes, ketones, carboxylic acids and their derivatives, and amines. Some of the instrumental techniques used to identify and quantitate organic compounds
CHEM 209/EVSC 209. ENVIRONMENTAL CHEMISTRY.
A course designed to acquaint students with the chemical mechanisms underlying environmental problems. Topics of study will include chemistry of natural waters, redox equilibria and complexation in natural waters and waste waters, inorganic water pollution, chemistry of soils and the atmosphere, toxicology, and hazardous wastes. Competency: Analytical Reading. Prerequisites: CHEM 102. Offered every other year.

CHEM 301. BIOCHEMISTRY AND CELLULAR BIOLOGY.
Introduction to the chemistry of living systems. Competency: Analytical Reading. Prerequisite: CHEM 203. Offered every other year.

CHEM 450. INDEPENDENT STUDY.
Research projects open to juniors and seniors. A formal report is required. Competencies: Writing and Self-Knowledge. Prerequisite: Permission of instructor.
The Computer Science/Computer Information systems curriculum is designed to enhance the undergraduate experience and broaden the marketability of undergraduates, especially in Mathematics and Business Administration. (See the sections on Mathematics and Business Administration for explicit requirements).

The curriculum includes computer science theory and applications to prepare students for a variety of careers in business, industry, and government, as well as to continue their education in graduate programs. Students are provided the opportunity to become familiar with current technology and practice that will allow them to function effectively in the computer science profession.

**Computer Information Systems Minor**
CISC 105 Introduction to Problem Solving and Algorithm Development
CISC 110 Introduction to Programming I
CISC 200 Management Information Systems and Systems Analysis OR
CISC 311 Systems Analysis and Logical Design
CISC 210 Data Structures and Algorithm Analysis
CISC 215 Database Management
and one course at the 300 or 400 level.

**Course Descriptions**

CISC 100. COMPUTER AS A TOOL.
This course provides a survey of computer applications, information needs in business, and microcomputers and information systems that meet these needs. Emphasis is on microcomputer hardware and software applications. Competency: Computer Literacy. Offered every year.

CISC 105. INTRODUCTION TO PROBLEM SOLVING AND ALGORITHM DEVELOPMENT.
This course provides a survey of computing and computer science, and the steps involved in algorithm design. The history of computing and the elements of computer science are presented as well as methodologies for solving problems. Competency: Critical Analysis. Prerequisite: MATH 102 or equivalent. Offered every year.

CISC 110. INTRODUCTION TO PROGRAMMING 1.
Students apply a structured, multi-phase program development process that features a series of steps involving understanding of a problem, formal problem definition, graphic design methodologies, and
program specification through pseudocoding. Competency: Critical Analysis. Prerequisites: MATH 102 and CISC 105. Successful completion of MATH 103 is recommended. Offered every year.

CISC 200. MANAGEMENT INFORMATION SYSTEMS AND SYSTEMS ANALYSIS.
An introduction to information systems and information technology for business students. The purpose of this course is to help students learn how to use and manage information technology in order to improve managerial decision making and gain competitive edge. Methods of delivering information system solutions to business problems using structured analysis and design will be covered. Emphasis is on using spreadsheets and databases for problem solving. Prerequisites: CISC 100 or equivalent. Competency: Civility. Offered every year.

CISC 210. DATA STRUCTURES AND ALGORITHM ANALYSIS.
This course is a continuation of CISC 110. At this level, students write programs that deal with interactive processing, manipulation of arrays, files, linked lists, queues, and stacks. Competency: Critical Analysis. Prerequisite: CISC 110. Offered every year.

CISC 215. DATABASE MANAGEMENT.
This course places systems analysis in a context of database methods that have come to dominate the world of computer business applications. Stress is placed on application development through fourth generation programming techniques that are designed to take advantage of database capabilities. Competency: Ethics of Social Responsibility. Prerequisite: CISC 210. Offered every year.

CISC 216. COMPUTER AS A CLASSROOM SUPPORT SYSTEM.
The student will learn to use the computer for management of school data: for example, for tracking student grades and attendance, for preparing letters to parents and teachers, and for preparing tests. The student will also learn to use the computer as an instructional tool, both as a visual aid and a tool to enhance individual performance. The student will be exposed to software packages that are currently being used in the Tennessee K-8 classrooms and will learn to choose software packages that are appropriate for the particular level of student they are teaching. Competency: Public Speaking. Prerequisites: EDUC/SPED 101 and CISC 100 or Computer Literacy Competency level 2. Offered every year.

CISC 254. COMPUTER ORGANIZATION AND ASSEMBLY LANGUAGE.
This course deals with the internal organization of a computer system. Students will learn how memory is organized, how computer chips
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CISC 310. DATA COMMUNICATION AND NETWORKING.
The student is introduced to the concept of data communications, specifically as it applies to networking within a business. Topics will include hardware configurations and software requirements typical of Local Area Network (LAN). Additionally, students will be introduced to distributed system architectures. Competency: Public Speaking. Prerequisite: CISC 210. Offered every other year.

CISC 311. SYSTEMS ANALYSIS & LOGICAL DESIGN.
This course deals with analysis and design using the systems development life cycle approach. Students will perform analysis and logical design of a system. Students will then take the system that has been analyzed and its logical design and will continue with the system development life cycle. The students will create a physical design and implementation of their system. Competency: Critical Analysis. Prerequisite: CISC 210. Offered every other year.

CISC 320. PROGRAMMING LANGUAGES.
This course will expose the student to a variety of programming languages that are currently accepted among programmers. Criteria for the analysis and evaluation of programming languages will be the focus of this course. Includes an examination of the theory of languages and techniques of compiling including grammars, syntax, semantics, scanners, symbol tables, parsing, and code generation. Competency: Public Speaking. Prerequisite: CISC 210. Offered every other year.

CISC 350. SPECIAL TOPICS IN LANGUAGES.
This course provides students an opportunity to learn computer programming languages not normally offered in other courses. Prerequisite: CISC 210. Offered on demand.

CISC 370. FILE PROCESSING.
This course covers techniques of information storage and retrieval. Students will be introduced to programming efficiency techniques, access methods, debugging techniques and file processing. Competency: Critical Analysis. Prerequisite: CISC 210. Offered every other year.

CISC 400. HARDWARE & SOFTWARE SYSTEMS.
Students will learn about the selection and installation of computer systems. They will learn how to pinpoint software and hardware problems and to solve them. Competency: Writing. Prerequisite: CISC 310 or CISC 311. Offered every other year.
CISC 410. OPERATING SYSTEMS.
The student will learn the fundamental concepts behind the design of an operating system. Several operating systems will be discussed in terms of process management, memory management, CPU scheduling, and resource management. Competency: Public Speaking. Prerequisite: CISC 370. Offered every other year.

CISC 450. SENIOR PROJECT.
This a capstone course. Emphasis is on development of a computer application through use of the life cycle methodology. Students will develop and implement a complete project from specification to implementation. Competency: Self-Knowledge. Prerequisites: CISC 400 or CISC 410 and permission of instructor. Offered every year.

CISC 451. INTERNSHIP IN COMPUTER SCIENCE.
Cooperative program with business and industry to allow the student to gain practical experience in the business world. Supervised on-the-job training in one or more facets of computer science/computer information systems. Competency: Self-Knowledge. Prerequisites: CISC 310 or CISC 320 and permission of instructor. Offered every year.
The mission of professional education programs at Tusculum College is to prepare teachers who are committed to excellence in education and who are confident in their abilities to assume leadership as educators and citizens in the communities where they live and work. To this end, the program continues the College’s focus on civic and intellectual development of the students, while fostering the skills, knowledge, and habits of character vital to those involved in the education of the nation’s next generation of citizens.

1. Civic Development

Tusculum’s education programs lead students to the important role of education in preparing a new generation of citizens with the knowledge, skills, and attitudes they will need to participate effectively in our democracy. These programs accomplish their goals through one-on-one mentoring relationships, collaborative group learning, and course work integrating academic studies, field experiences, and reflection on the web of connections to societal values and public life. The role of the instructor is best described as a facilitator, with the learning focus on process as well as actual course content.

2. Intellectual Development

As prospective educators hone their communications, critical thinking, and other abilities in the Commons courses, the education programs challenge students to apply these abilities in courses with a focus on issues and knowledge needed in the field of education. For example, while competencies in written and spoken English are developed across the curriculum, these skills are specifically extended in the education program to lead students to communicate appropriately with their future professional colleagues, with parents, and with the students with whom they will be interacting daily.

By deliberately maintaining close mentoring relationships, instructors in the education program not only model appropriate behavior for a civic-minded classroom, but are able to challenge each student to strive for high standards of academic achievement and to examine critically his or her personal philosophy of education.

3. Professional Development

Professional development includes the study of current theory and practices in the student’s chosen area(s) of specialization. Field assignments in the community’s schools begin early in the student’s training, and continue throughout all four years of the program, providing a rich experience base valuable in itself while enhancing learning in the student’s academic coursework. Collaborative learning and student/faculty interaction in a climate of concern for the educational and cul-
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tural needs of the community broaden students’ perspectives and develop confidence in their ability to join the ranks of professional educators.

In addition to the college competencies required of all students for graduation, the education program seeks to develop additional, more specialized competencies as listed below.

Foundation
- Ability to focus the FOUNDATION competencies required by the College in specific types of interaction crucial to teaching success, such as teacher-student, teacher-teacher, teacher-administrator, teacher-parent, and teacher-general public

Specific Knowledge and Skills and Practice of Virtue
- Ability to allow the skills, attitudes, and habits of character developed through the College’s curriculum and community life to form one’s teaching practices while maintaining the open-mindedness and critical inquiry needed as a model for the nation’s young people in developing civic virtue

Professional Vision
- Ability to apply knowledge gained in an area of specialization, such as Science, Fine Arts, Early Childhood, etc., by leading students to productive engagement with the subject matter and demonstrating the practical connections to life experience
- Ability to develop a creative interrelationship with grade levels of education and with fields of study other than the student’s own chosen area(s)
- Ability to function in accord with the legal and ethical responsibilities of the education profession
- Awareness of the role of formal education in
  a. preparing students for effective participation in the world of work and family formation,
  b. developing in students the abilities needed for active participation as citizens in a democracy, thus
  c. laying the groundwork for the preservation and improvement of society.

Admission to Teacher Education
Admission to Tusculum College does not automatically admit a student to teacher education. Information pertaining to admission to the teacher education program appears below. While advisors and advisees should work closely to follow the professional course sequence, it is the student’s responsibility to make the necessary applications and to meet requirements and other specified deadlines.

1. Initial Admission to the Teacher Education Program
A formal application for initial admission to the teacher education program should be filed as soon as the student has completed EDUC 200, History, Philosophy and Principles of Education. This may occur
as early as the second semester of the freshman year, and should be no
later than the second semester of the sophomore year. Students wish-
ing to transfer from another institution to the Teacher Education Pro-
gram at Tusculum College should immediately make their intentions
known to the Director of Compliance. The Compliance Director will
suggest the appropriate time to make formal application for admis-
sion to Teacher Education. Application forms may be obtained from
the education program office in the Charles Oliver Gray Building.

When a student applies to Teacher Education, a file is set up, con-
taining information relevant to the student’s candidacy. In order to be
fully admitted to the education program, a candidate must:

A. Be a registered student at Tusculum College.
B. Meet one of the following:
   1. Have a composite ACT score of 22 or higher or a combined
      recentered SAT score of 1020 or higher.
   2. Pass Reading, Writing, and Math sections of the PPST
   4. Have a GPA of 2.5 or above on a four (4) point scale.
   5. Demonstrate satisfactory progress with regard to the Competency
      Program timeline.
F. Demonstrate proficiency in oral and written communication. The
   written proficiency is accomplished by completing an essay on the role
   of education in a democratic society or a significant question regard-
   ing the candidate’s chosen major produced in a proctored setting and
   meeting the Level 2 “Cold Sample” criteria.
G. Have written recommendations from two full-time faculty mem-
   bers: one from the major and one from general education.
H. Have apparent good mental and physical health, with evidence
   that any handicaps present will not impair the candidate’s effective-
   ness as a teacher.
I. Receive approval from the Teacher Education Screening Commit-
   tee. Items A-H must be completed prior to applying for screening.

Teacher Education Screening Committee

The Screening Committee is composed of at least one member of
the student’s major field, two members of the professional education
faculty, and at least one or more members of the regular faculty. The
meetings of the committee are open to all faculty members. The com-
mittee may invite specific individuals from the College community to
assist in reaching decisions regarding candidates.

The committee meets as needed throughout the academic year and has
jurisdiction regarding who is allowed admission to the education pro-
gram, regarding who is allowed to student teach, for hearing administra-
tive appeals within the education program (academic appeals are heard
by the Admissions and Standards Committee), and exercises an advisory
role with respect to education program curriculum and operation.
When the candidate has satisfactorily completed items A-H, listed above, written application is made to the committee. The application materials include documentation of completion of items A-H.

The committee will review the materials and reach a decision regarding the candidate’s admission to the program. Both the content and quality of written responses have a significant influence in the candidate’s admission to the program. The committee interviews each candidate for oral proficiency in explaining autobiographical information and their self-assessment of strengths and weaknesses to be addressed while preparing to become a professional educator. Following the interview, the committee makes a final decision, and written notification of the committee’s decision will be sent to the candidate’s campus mail address within five working days. If the screening committee denies the application, the letter will include reasons for the denial. The candidate may appeal, in writing, to the education program coordinator stating the grounds that he/she believes warrant a reconsideration. The program coordinator will determine whether reconsideration is warranted. Approval from the committee and admission to the teacher education programs are prerequisite for enrolling in the Enhanced Student Teaching courses.

The Pre-Professional Skills Test (PPST)

The PPST must be successfully completed by all candidates for teacher education, unless the candidate is exempted as a result of adequate ACT or SAT test scores. The test may be taken at any scheduled test date during the year at any official test site. There is no prerequisite for taking the test. Contact the education program office for information about test dates, sites, and registration deadlines.

There is a substantial fee for taking the test, which must be paid by the candidate. Students meeting criteria may apply for assistance with the test fees. Application for financial assistance should be made well in advance of the scheduled test date. Contact the financial aid office for details.

Students should take the PPST no later than the conclusion of the freshman year. The PPST must be successfully completed prior to screening for admission to the education program. Fall athletes should plan on taking the test in the spring semester; spring athletes should plan on taking the test in the fall semester.

A student who fails a portion of the PPST after having taken it twice may appeal in writing to the Teacher Education Screening Committee, stating the grounds that he/she believes warrant exemption from the requirement. The Committee will normally grant the appeal if the appellant has earned Level 2 Competency in the appropriate area.

Retention in Teacher Education

After an applicant has been accepted into teacher education, that student’s progress will be reviewed each semester by members of the
education department. Frequently, time is spent in the monthly staff meetings discussing the progress of students. The applicant will continue to coordinate course scheduling with the academic advisor and/or the Director of Compliance.

Retention in the teacher education program is contingent on the successful completion of courses and program requirements and maintenance of the academic standard, including progress in the competency program, required for initial admission to the program.

Specifically, all students having been admitted to the teacher education program must maintain a GPA of 2.5. Students whose cumulative GPA falls below 2.5 on an enrollment of at least 12 credit hours during any semester will be placed on departmental probation for the next semester. During the probationary semester, the student must achieve at least a 2.5 cumulative GPA on an enrollment of at least 12 credit hours. Failure to achieve the required GPA during the probationary semester will result in automatic dismissal from the teacher education program. Teacher licensure candidates are reminded that a GPA of 2.75 in the major and in the professional education core is required for admission to Student Teaching. A Teacher Education candidate is expected to maintain consistent personal representation of the Mission of Tusculum College and the Mission for the Professional Education Programs.

Students who otherwise fail to maintain consistent pre-professional performance as indicated above are subject to action from the Screening Committee, which may place conditions on the candidate’s continuation in the program or may remove the candidate from the teacher licensure program altogether.

**STUDENT TEACHING**

1. Description of Enhanced Student Teaching

   The enhanced student teaching experience is a planned professional semester that includes full days of teaching and observation under the supervision and guidance of Tusculum College faculty and local school district personnel. The student teacher will spend one complete semester (a minimum 15 consecutive weeks) in student teaching activities.

   This enhanced student teaching will focus on experience in at least two different classrooms, which may be at different schools. Students who prefer the lower elementary grades may have a longer experience in the grade range of their preference, while the remaining portion of their experience may take place in a grade level out of their preferred area. Persons seeking secondary licensure will gain practice at both junior high and senior high school levels. Individuals preferring either junior or senior high level teaching may have a longer experience at the grade range of their preference.

   Sites for placement of student teachers are selected by the College Student Teacher Director in conjunction with the personnel from the local school systems. Teachers selected as cooperating teachers must
meet the following criteria:

a. Hold current state teaching certification for the grade level and/or subject to which the teacher is assigned
b. Have a minimum of four years’ teaching experience in the current teaching position
c. Be identified by administrators as competent or master teacher
d. Be willing to assume mentor roles
e. Demonstrate ability to perform as a team member

The cooperating teacher, in conjunction with the college supervisor, assumes supervisory responsibilities by providing the student with teaching experiences, continuous informal feedback, and systematic formative and summative evaluations. Each student teacher has on-site visits from the college supervisor weekly or every other week.

The College Student Teacher Coordinator makes available to the cooperating teacher a copy of the Student Teacher Handbook. This document details the enhanced student teaching program including responsibilities of the cooperating teacher, the student, and the College mentor. An orientation and/or in-service is offered by the College Student Teacher Coordinator.

Higher education faculty who serve as mentors for student teachers are selected according to the following requirements:

a. Considered by the institution to be highly competent role models
b. Have experience at the grade level(s) which they supervise
c. Demonstrate effective teaching strategies and methods
d. Express and demonstrate willingness to assume the roles of mentors
e. Stay current with the latest research on teaching and learning
f. Be effective team members and effectively facilitate professional learning experiences which include pedagogical instruction

During the first week of the student teaching semester, students are inducted into enhanced student teaching by attending a series of seminars on topics such as writing lesson plans, discipline techniques, and course requirements. Further bi-weekly seminars treat topics relevant to the personal and professional growth of student teachers.

The College calendar will normally define the beginning and ending of the enhanced student teaching, but the student teaching program may be coordinated with the schedule of the local school system.

The performance of student teachers will be evaluated by cooperating practitioners in the local school system and supervising faculty from Tusculum College. College supervisors are evaluated by the student teacher during the final phase of the student teaching experience. Student evaluations are kept on file in the office of teacher education department.

2. Admission to Student Teaching
Enhanced student teaching is the experience that concludes the preservice education of prospective teachers. Application must be made to the Director of Student Teaching no later than the beginning of the
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semester prior to the anticipated student teaching semester. The following criteria must be met by all students before they will be allowed to student teach:

a. Completion of required coursework
b. A cumulative GPA of 2.75 or higher in the major
c. A cumulative GPA of 2.75 or higher in professional education courses
d. Approval of the faculty in the major
e. Approval of the Screening Committee. Note that items b - d must be completed prior to approval by the committee.

Written notification of the committee’s decision will be sent to the candidate’s campus mail address within two working days. If the Screening Committee denies the application, the letter will include reasons for the denial. The candidate may appeal, in writing, to the Director of Student Teaching stating the grounds that he/she believes warrant a reconsideration. The Director will determine whether reconsideration is warranted. If so, the Director will return the matter to the screening committee, whose decision will be final.

NOTES

a. Thirty-two of the last 36 hours before graduation must be taken at Tusculum College.
b. Students may take a maximum of two courses during student teaching.
c. Students who have already completed a bachelor’s degree, either at Tusculum College or elsewhere, who wish to add teaching licensure to that degree must meet all applicable requirements regarding admission to the education program, required coursework, and admission to student teaching.
d. A grade of “C+” or better must be obtained in Student Teaching before a teaching license may be requested.

Special Policies for Student Teaching and Athletes

Students involved in intercollegiate athletics at Tusculum College are expected to plan their schedules so as not to enter student teaching during the semester in which their sport is in season. In the case of basketball and golf, which operate in both semesters, students are expected to arrange for student teaching during the fall semester, to reduce the possibility of conflict with post-season play in spring. Students cannot be excused from student teaching to participate in regular season athletic events. All such schedule conflicts must be resolved in favor of the student teaching responsibilities.

In rare cases it may be unavoidable to student teach during a semester in which post-season play is possible. In such cases the student-athlete must make arrangements in the semester prior to the student teaching for possible absence during an extended post-season tournament trip. These arrangements include

1. Official notification to the Director of Student Teaching of the pos-
sibility of post-season play, including the dates for such tournament play
2. Endorsement from the Athletic Director’s office
3. Approval from the Tusculum College Education Department
4. Approval from the supervising teacher and school principal
5. Agreement by the student to any makeup scheduling indicated
   by the Director of Student Teaching

NOTE: The arrangements indicated above must be made in advance. Under no circumstances will a student be excused for post-season play who has not made the appropriate arrangements in advance. The Teacher Education Screening Committee will not hear appeals from students who fail to make arrangements in advance.

The Teacher Education Advisory Council

The Teacher Education Advisory Council provides a forum on campus to ensure that relevant parties will be available to give input on any decision involving the requirements and objectives of the professional education programs at Tusculum College.

The function of the advisory committee is to study and to make recommendations concerning programs in the teacher training program. Recommendations for curriculum change that may arise in the Teacher Education Advisory Council follow the standard procedure: development of proposal by departmental faculty, approval by the Policies and Procedures Committee, and finally, approval by the College faculty. The advisory committee serves as a liaison between the Education Department and all departments that train students for a career in teaching.

Teacher Licensure Programs

Tusculum College offers four categories of teacher licensure programs:

1. Pre-Secondary Education
   Early Childhood Education PreK-4
   Elementary Education K-6
   Elementary Education K-8

2. Secondary Education (refer to the specific disciplines for program requirements)
   Biology 7-12
   English 7-12
   History 7-12
   Mathematics 7-12
   Psychology 9-12

3. K-12 Education (refer to the specific disciplines for program requirements)
   Physical Education K-12
   Visual Arts K-12

4. Special Education (refer to Special Education section of the catalog for program requirements)
All of Tusculum College’s teacher licensure programs are enhanced by the focused calendar which facilitates early and frequent placement of education students in practicum experiences in area schools. These experiences enrich the knowledge gained in classroom work, and more fully prepare students for their student teaching. Many students discover vital new interests in various aspects of education as a result of practicum experiences; sometimes confirming their choice of major, or in other cases, leading the students to select a different major more closely related to their interests.

The goal of the licensure programs in Education is to enhance students’ abilities to understand the stages of human development and to integrate knowledge from a variety of disciplines as appropriate for aiding in the growth of fellow human beings.

Objectives:

1. Demonstrate knowledge of the stages and processes of human growth and learning, with particular emphasis on pre-high school ages
2. Develop communications, planning, and other skills needed to facilitate progressive growth in other human beings
3. Develop strategies appropriate for life-long learning, and the ability to foster similar abilities in others
4. Develop knowledge of the actual subject matter appropriate to be learned by those of pre-high school age

1. Early Childhood Education Licensure

This program is comprised of 148 semester hours, as follows:

- Major 47
- Professional Education 32
- General Education 69

Human Growth and Learning Major Curriculum

- BIOL 100 Introductory Biology (or) NSCI 100 Physical Science
- EDUC 307 Language Development and Emergent Literacy
- EDUC 332 Children’s Literature
- FINA 310 The Arts and Childhood Learning
- GEOG 200 Introduction to Geography
- HGLN 337 Assessment and Evaluation
- HGLN 340 Learning Environments EC/K-4
- PHED 115 Community CPR, First Aid, and Safety
- PHED 260 Contemporary Health Issues
- PHED 360 Curriculum Design and Teaching Methods for Elementary School Physical Education
- SPED 101 Survey of the Regular and Special Populations Within the School Environment
- SPED 350 Theory: Modified and Comprehensive (EC/K-4)
TUSCULUM COLLEGE 2004-2005

SPED 450 Theory into practice EC/K4

Professional Education Curriculum
EDUC 200 History, Philosophy and Principles of Education
EDUC 320 Classroom Discipline and Management
EDUC 416 Teaching Reading
EDUC 417 Teaching Language Arts
EDUC 452 Student Teaching Seminar
EDUC 453 Enhanced Student Teaching (PreK-K)
EDUC 454 Enhanced Student Teaching (K-4)

General Education Curriculum
CISC 100 Computer as a Tool
CISC 216 Computer as a Classroom Support System
ENGL 110 Composition and Rhetoric
ENGL 111 Composition, Rhetoric and Research
EVSC 111 Environmental Science
HIST 101 or 102 The West and the World I or II
HIST 125 The People Shall Judge I
HIST 201 or 202 U.S. History I or II
HUMA 101 Our Lives in Community
MATH 102 College Algebra
MATH 215 Elementary Statistics
PSYC 101 Essentials of Psychology
PSYC 200 Developmental Psychology
PSYC 305 Educational Psychology
RELG 302 Jerusalem
SOCI 101 Principles and Social Institutions
WCMC 105 Public Speaking
Choose one of the following courses:
MUSC 101 Introduction to Western Music
THEA 104 Introduction to Theatre
VISA 110 Introduction to Art

Human Growth and Learning -Early Childhood Education Minor
Grades PreK-4
39 Hours Total
EDUC 307 Language Development/Emergent Literacy
EDUC 332 Children’s Literature
HGLN 337 Assessment and Evaluation
HGLN 340 Learning Environments in Early Childhood
EDUC 416 Teaching Reading
EDUC 417 Teaching Language Arts
FINA 310 The Arts and Childhood Learning
PHED 360 Curriculum Design/Methods in Elementary PE
SPED 350 Theory: Modified & Comprehension EC/K4
SPED 450 Theory into Practice EC/K4

The Early Childhood Education minor may be added to any existing
TUSCULUM COLLEGE 2004-2005

School of Education Major with Licensure. All listed courses are required for the minor; however, some course requirements may be accomplished through preparation for a particular major.

2. Elementary Education Licensure (K-6)
This program is comprised of 136 semester hours, as follows:
   Major 43
   Professional Education 32
   General Education 61

**Human Growth and Learning Major Curriculum**
BIOL 100 Introductory Biology
EDUC 332 Children’s Literature
FINA 310 The Arts and Childhood Learning
GEOG 200 Introduction to Geography
HGLN 337 Assessment and Evaluation
HGLN 341 Learning Environments K-6
HGLN 417 Literacy Through Language Arts
NSCI 421 Elementary Science Methods
PHED 115 Community CPR, First Aid, and Safety
PHED 260 Contemporary Health Issues
PHED 360 Curriculum Design and Teaching Methods for Elementary School Physical Education
SPED 101 Survey of the Regular and Special Populations Within the School Environment

**Professional Education Curriculum**
EDUC 200 History, Philosophy and Principles of Education
EDUC 320 Classroom Discipline and Management
EDUC 416 Teaching Reading
EDUC 420 Teaching Mathematics
EDUC 452 Student Teaching Seminar
EDUC 454 Enhanced Student Teaching (K-3)
EDUC 455 Enhanced Student Teaching (4-6)

**General Education Curriculum**
CISC 100 Computer as a Tool
CISC 216 Computer as a Classroom Support System
ENGL 110 Composition and Rhetoric
ENGL 111 Composition, Rhetoric and Research
EVSC 111 Environmental Science
HIST 101 or 102 The West and the World I or II
HIST 125 The People Shall Judge I
HIST 201 or 202 U.S. History I or II
HUMA 101 Our Lives in Community
MATH 102 College Algebra
PSYC 101 Essentials of Psychology
PSYC 200 Developmental Psychology
PSYC 305 Educational Psychology
TUSCULUM COLLEGE 2004-2005

RELG 302 Jerusalem
SOCI 101 Principles and Social Institutions
WCMC 105 Public Speaking
Choose one of the following courses:
MUSC 101 Introduction to Western Music
THEA 104 Introduction to Theatre
VISA 110 Introduction to Art

Human Growth and Learning - Elementary Education Minor
Grades K-6
28 Total Hours
EDUC 332 Children’s Literature
HGLN 337 Assessment and Evaluation
HGLN 341 Learning Environments K-8
EDUC 416 Teaching Reading
EDUC 417 Teaching Language Arts
FINA 310 The Arts and Childhood Learning
PHED 360 Curriculum Design/Methods Elem. (3 hrs.)
PHED 115 First Aid & CPR (1 hr.)

The Elementary Education minor may be added to any existing School of Education Major with Licensure. All listed courses are required for the minor; however, some course requirements may be accomplished through preparation for a particular major.

Elementary Education Licensure (K-8)
This program is comprised of 144 semester hours, as follows:
   Major  43
   Professional Education 32
   General Education 69

Human Growth and Learning Major Curriculum
BIOL 100 Introductory Biology
EDUC 332 Children’s Literature
FINA 310 The Arts and Childhood Learning
GEOG 200 Introduction to Geography
HGLN 337 Assessment and Evaluation
HGLN 341 Learning Environments K-6
MATH 205 Geometry
NSCI 100 Physical Science
PHED 115 Community CPR, First Aid, and Safety
PHED 260 Contemporary Health Issues
PHED 360 Curriculum Design and Teaching Methods for Elementary School Physical Education
SPED 101 Survey of the Regular and Special Populations Within the School Environment

Professional Education Curriculum
EDUC 200 History, Philosophy and Principles of Education
EDUC 320 Classroom Discipline and Management
EDUC 416 Teaching Reading
EDUC 417 Teaching Language Arts
EDUC 452 Student Teaching Seminar
EDUC 454 Enhanced Student Teaching (K-4)
EDUC 455 Enhanced Student Teaching (5-8)

**General Education Curriculum**
CISC 100 Computer as a Tool
CISC 216 Computer as a Classroom Support System
ENGL 110 Composition and Rhetoric
ENGL 111 Composition, Rhetoric and Research
EVSC 111 Environmental Science
HIST 101 or 102 The West and the World I or II
HIST 125 The People Shall Judge I
HIST 201 or 202 U.S. History I or II
HUMA 101 Our Lives in Community
MATH 102 College Algebra
PSYC 101 Essentials of Psychology
PSYC 200 Developmental Psychology
PSYC 305 Educational Psychology
RELG 302 Jerusalem
SOCI 101 Principles and Social Institutions
WCMC 105 Public Speaking

*Choose one of the following courses:*
MUSC 101 Introduction to Western Music
THEA 104 Introduction to Theatre
VISA 110 Introduction to Art

**Course Descriptions**

EDUC 200. HISTORY, PHILOSOPHY AND PRINCIPLES OF EDUCATION.
Designed to introduce students to the historical, philosophical, and cultural foundations of the American educational system. Structured to promote an understanding of the role of teachers on all levels enabling students to begin formulating a personal philosophy of education. Practicum experiences included. Competencies: Writing and Public Speaking. Prerequisites: SPED 101 and PSYC 101. Offered every year.

EDUC 301. TESOL CURRICULUM I.
This course provides a working knowledge of the basic theories and instructional models and materials for teaching skills in reading, writing, speaking, and listening to students who are learning English as a second language in the classroom setting at the pre K-5 level. Issues such as identification of students, testing, and policies regarding inclusion will be discussed. The pre-service student will demonstrate ability to plan, implement, and assess curriculum that includes current technology, materials, and community resources, giving special
EDUC 302. TESOL CURRICULUM II.
This course provides a working knowledge of the basic theories and instructional models and materials for teaching skills in reading, writing, speaking, and listening to students who are learning English as a second language in the classroom setting at the 6-12/adult level. Issues such as identification of students, testing, and policies regarding inclusion will be discussed. The pre-service student will demonstrate ability to plan, implement, and assess curriculum that includes current technology, materials, and community resources, giving special consideration to cultural, psycholinguistic and sociolinguistic variables that affect second language learning. Students will also complete a practicum of at least 20 hours in an English as a Second Language classroom setting at the 6-12/adult level. Competency: Reading. Prerequisite: admission to the Teacher Education Program.

EDUC 307. LANGUAGE DEVELOPMENT AND EMERGENT LITERACY.
This course is designed for students interested in premedical studies, pediatrics, social work, and teaching and those students interested in developing sound parenting skills. The focus of this course is on the child from birth to eight years of age. Students will study key concepts of language development and instruction. In addition, students will engage in the study of issues related to language problems experienced by children from culturally diverse backgrounds. Competency: Writing. Prerequisite: PSYC 305. Offered every other year.

EDUC 320. CLASSROOM DISCIPLINE AND MANAGEMENT.
This course is designed to help future teachers to thoughtfully examine various approaches to classroom discipline and management, and to ensure that the discipline approach is consistent with the overall instructional program. Emphasis is placed on ways to make informal decisions concerning the various approaches to discipline and properly managing various aspects of the classroom; i.e., teacher-student relationships, personal philosophy, the understanding of the assumptions that undergird various discipline approaches, the physical environment, knowledge of theory and practical applications for classroom discipline and management, so that students will stay on task and maintain interest in learning. Competency: Analytical Reading. Prerequisites: PSYC 305 and EDUC 200. Offered every year.

EDUC 332. CHILDREN’S LITERATURE.
Provides the prospective elementary teacher as wide an exposure as
possible to the highest quality children’s books; equips the student with
criteria for evaluating and choosing books for children; special atten-
tion is given to storytelling, creative dramatics, and motivation to read.
Laboratory experience is included. Prerequisites: PSYC 200 and EDUC
200. Offered every year.

EDUC 342. LEARNING ENVIRONMENTS 7-12.
This course is designed to prepare the 7-12 pre-service student to ap-
ply curriculum principles and techniques in various learning environ-
ments with students of various needs and abilities. The pre-service stu-
dent will demonstrate ability to plan, implement, and assess curricu-
larum that includes current technology, materials, and community re-
sources. Using information from informal assessment techniques, the
pre-service student will make sound instructional decisions. The
planned curriculum will reflect the pre-service student’s understand-
ing of the psychological and social development of the primary and
preadolescent student. Using methods such as cooperative learning,
the pre-service student will develop strategies that foster the inclusion
of special needs students and students of different cultures. The pre-
service student will demonstrate ability to plan and teach both skills
and content within the 7-12 area. Included in this course will be a re-
view of the philosophical underpinnings that drive education in grades
7-12. Competency: Public Speaking. Prerequisites: PSYC 305 and ad-
mission to the teacher education program. Offered every year

EDUC 416. TEACHING READING.
This course provides a working knowledge of the basic theories, in-
structional models, and materials for teaching reading in grades K-8.
Emphasis will be placed on developing understanding of the reading
process and the teaching of reading as a keystone within PreK-8 levels.
Students will develop an understanding of the causes of reading diffi-
culties and use this knowledge in planning and assessing literacy skills
of an individual student. Laboratory experiences included. Competen-
cy: Analytical Reading. Prerequisites: EDUC 200, PSYC 305, and
admission to the Teacher Education Program. Offered every year.

EDUC 417. TEACHING LANGUAGE ARTS.
This course provides a working knowledge of the basic theories, in-
structional models, and materials for teaching language arts in grades
K-8. Special emphasis will be on communication skills, diagnostic pro-
cedures and evaluations. Students will focus on the relationship of lis-
tening comprehension, speaking, reading and writing. Laboratory ex-
periences included. Competency: Analytical Reading. Prerequisites:
EDUC 200, PSYC 305, and admission to the Teacher Education Pro-
gram. Offered every year.
EDUC 419. CONTENT AREA READING.
This course is designed to provide the student the opportunities to de-
velop a working knowledge of the instructional methods, study strate-
gies, materials, and the evaluation tools for instruction in Content Area
Reading in grades 7-12. Competency: Analytical Reading. Prerequisites:
EDUC 200 and PSYC 305, admission to the Teacher Education Program.

EDUC 452. STUDENT TEACHING SEMINAR.
Offered one week prior to student teaching and continuing to meet
every other week for the entire semester. Student will consider class-
room management techniques, pertinent problems, issues, and poli-
cies relative to student teaching and application for the Specialty Ar-
eas on the Praxis II. Bi-weekly sessions will be used for check-ups with
a question- and-answer format. Passing test scores on all areas of the
Praxis II will be required for completion of the course. Competency:
Critical Analysis.

EDUC 453. ENHANCED STUDENT TEACHING (PRE-K). 6 semester
hours.
Full-time teaching experience in an accredited school under the direc-
tion of a selected classroom teacher and a campus supervisor.

EDUC 454. ENHANCED STUDENT TEACHING (K-4). 6 semester hours.
Full-time teaching experience in an accredited school under the direc-
tion of a selected classroom teacher and a campus supervisor.

EDUC 455. ENHANCED STUDENT TEACHING (5-8). 6 semester hours.
Full-time teaching experience in an accredited school under the direc-
tion of a selected classroom teacher and a campus supervisor.

EDUC 456. ENHANCED STUDENT TEACHING (7-12). (15 weeks) 12
semester hours.
Full-time teaching experience in two regular placements (middle school
and high school grades) in accredited schools under the direction of
selected classroom teachers and a campus supervisor.

EDUC 457. ENHANCED STUDENT TEACHING (K-12). 12 semester
hours.
Full-time teaching experience in two regular placements (elementary
school and high school grades) in accredited schools under the direc-
tion of selected classroom teachers and a campus supervisor.
The English major is designed to prepare students for graduate study in the field; those seeking a foundation for postgraduate work or study in fields related to English (e.g., education, journalism, communications, editing and publishing, law, theater); and those who want a humanistic base in reading, thinking, and writing for a liberal arts education.

English is an excellent choice for students interested in education, business, law, publishing, and social work.

As majors in English at Tusculum College, students will have access to a varied group of experts engaged in exploring different aspects of literature and writing.

The block program gives the faculty time to work with students on their skills and allows the faculty to offer special projects and field experiences (like trips to special libraries and to art events).

The English Department also supports the mission of citizenship and service through its projects and through the study of ethical and social issues in literature and writing.

The English Program offers students a choice of three concentrations:

- Literature
- Writing
- Teachers Licensure in English

The English Program at Tusculum College also offers the following options for minors:

- Journalism
- Literature
- Writing

**English Major (Literature concentration)**

ENGL 213  British Literature I
ENGL 214 American Literature I
ENGL 223 British Literature II
ENGL 224 American Literature II
ENGL 225 World Literature
ENGL 332 Genres of Shakespeare
ENGL 402 Seminar in Literature & Society

*Choose one of the following:*
ENGL 219 Business Writing
ENGL 220 Creative Writing

*Choose three of the following:*
ENGL 226 Introduction to Literary Genres
ENGL 227 Appalachian Literature
ENGL 228 African-American Literature
ENGL 300 Women in Literature
ENGL 303 Classical Mythology
ENGL 304 Medieval Literature
ENGL 314 Nineteenth-Century British Literature
ENGL 325 Adolescent Literature
ENGL 328 Concepts of Language
TOTAL: 44 semester hours

**English Major (Writing Concentration)**

ENGL 120 Introduction to Creative Writing
ENGL 240 Intermediate Creative Writing
ENGL 420 Senior Seminar

**Writing Courses (8 hours)**
Choose 1 of the following:
ENGL 320 Advanced Poetry Workshop
ENGL 321 Advanced Fiction Workshop
JOUR 318 Nonfiction Markets
ENGL 350 Special Topics
Choose 1 of the following:
ENGL 219 Business Writing
ENGL 230 Writing for the Screen
JOUR 118 Introduction to Journalism
JOUR 218 Specialized Journalism
Choose 2 of the following:
ENGL 213 British Literature I
ENGL 214 American Literature I
ENGL 223 British Literature II
ENGL 224 American Literature II
ENGL 225 World Literature
ENGL 226 Introduction to Literary Genres
Choose 3 of the following:
ENGL 227 Appalachian Literature
ENGL 228 African American Literature
ENGL 300 Women in Literature
ENGL 303 Classical Mythology
ENGL 304 Medieval Literature
ENGL 314 Nineteenth Century British Literature
ENGL 325 Adolescent Literature
ENGL 328 Concepts of Language
ENGL 332 Genres in Shakespeare
ENGL 402 Seminar in Literature and Society

**Fine Arts Courses - choose 1:**
ENGL 231 Introduction to Film
MASS 215 Basic Photography
MUSC 101 Introduction to Western Music
THEA 104 Introduction to the Theatre
VISA 110 Introduction to Art
Teacher Licensure in English
The following program leads to licensure for teaching English in grades 7-12 and is comprised of 149 semester hours, as follows:

- Major 44
- Professional Education 36
- General Education 69

Major Curriculum
EDUC 419 Content Area Reading
ENGL 213-223 British Literature I & II
ENGL 224 American Literature II
ENGL 226 Introduction to Literary Genres
ENGL 402 Seminar in Literature and Society
ENGL 120 Introduction to Creative Writing or
ENGL 220 Intermediate Creative Writing or
JOUR 118 Introduction to Journalism
ENGL 325 Adolescent Literature
ENGL 328 Concepts of Language
ENGL 332 Genres of Shakespeare
SPAN 101-102 Elementary Spanish I & II

Professional Education Curriculum
EDUC 200 History, Philosophy and Principles of Education
EDUC 320 Classroom Discipline and Management
HGLN 337 Assessment and Evaluation
EDUC 342 Learning Environments K-12
EDUC 452 Student Teaching Seminar
EDUC 456 Enhanced Student Teaching (7-12)
SPED 101 Survey of the Regular and Special Populations Within the School Environment

General Education Curriculum
CISC 100 Computer as a Tool
CISC 216 Computer as a Classroom Support System
ENGL 110 Composition and Rhetoric
ENGL 111 Composition, Rhetoric and Research
EVSC 111 Environmental Science
HIST 101 or 102 The West and the World I or II
HIST 125 The People Shall Judge I
ENGL 214 American Literature I
HUMA 101 Our Lives in Community
MATH 102 College Algebra
MATH 215 Elementary Statistics
PSYC 101 Essentials of Psychology
PSYC 200 Developmental Psychology
PSYC 305 Educational Psychology
RELG 302 Jerusalem
ENGL 225 World Literature
WCMC 105 Public Speaking
Choose one of the following courses:
MUSC 101 Introduction to Western Music
THEA 104 Introduction to Theatre
VISA 110 Introduction to Art

English Education Minor
Grades 7-12
28 hours total
ENGL 224 American Literature II
ENGL 225 World Literature
ENGL 226 Introduction to Literary Genres
ENGL 325 Adolescent Literature
ENGL 328 Concepts of Language
ENGL 220 Creative Writing
or
ENGL 219 Business Writing
EDUC 342 Learning Environments 7-12

The English minor may be added to any existing School of Education Major with Licensure. All listed courses are required for the minor; however, some course requirements may be accomplished through preparation for a particular major.

English Minor
ENGL 223 British Literature II
ENGL 224 American Literature II
Choose one of the following:
ENGL 219 Business Writing
ENGL 220 Creative Writing
Choose two additional courses, including at least one 300-level course.
TOTAL: 20 semester hours

Journalism Minor
JOUR 118 Introduction to Journalism
JOUR 218 Specialized Journalism
JOUR 318 Non-fiction Markets
JOUR 452 Internship in Professional Writing and Editing
Choose one of the following:
MASS 215 Basic Photography
MASS 311 Photojournalism
VISA 214 Computer Graphics and Desktop Publishing
VISA 217 Graphic Design I

Course Descriptions

ENGL 099/CMNS 099. BASIC WRITING.
This course offers no college credit. It focuses on developmental-level
writing areas: basic grammar, mechanics, and paper organization. Students will read and explore themes of works from various disciplines. The course is offered to serve students who do not meet the minimum standards for college-level writing courses. Offered as needed.

ENGL 100. INTRODUCTION TO COLLEGE WRITING.
Following a review of paragraph development, organizing principles, and the five-paragraph essay, students will develop ideas in more complex forms. Attention will be paid to grammar and mechanics throughout the class. Successful completion of the course prepares students for English 110. Offered every year. Two credits.

ENGL 110/CMNS 110. COMPOSITION AND RHETORIC.
This course focuses on the college essay as a tool for argument while exploring interdisciplinary materials related to citizenship and community. Essays allow students to develop theses, organization, and supporting evidence for argumentative papers. A review of grammar and mechanics is provided as needed. Successful performance in this course prepares students for ENGL 111 and other college courses. Competency: Writing.

ENGL 111/CMNS 112. COMPOSITION, RESEARCH AND RHETORIC.
The primary purpose of this course is to conduct research and write an argumentative college-level research paper. Students examine interdisciplinary materials related to citizenship and community for ideas and information relevant to their research. Students focus on thesis development, source selection and evaluation, supporting evidence, organization, and proper documentation for research papers. Prerequisite: ENGL 110. Competency: Writing.

JOUR 113. NEWSPAPER PRODUCTION.
A one-credit journalism activity course offering a practicum in newspaper publication. Students enrolled in this course will receive a letter grade according to their attendance and participation in weekly Pioneer meetings and the completion of work as contracted with the journalism coordinator. Competency: Civility. Offered every year.

JOUR 118. INTRODUCTION TO JOURNALISM.
An introduction to the work of the journalist, this course covers basic news writing, as well as reporting techniques such as interviewing and research. It places a heavy emphasis on writing; students turn in frequent written assignments for instructor and peer feedback in accordance with current journalistic practice. Students will draft and revise news stories of local import for possible publication. Competency: Writing. Offered every year.
ENGL 120. INTRODUCTION TO CREATIVE WRITING.
This workshop-based course is designed for students with an interest in creative writing and completes an early requirement for those pursuing the writing concentration in English. Students participate in a hands-on introduction to the craft of writing poetry and fiction, and they gain experience in close analytical reading of both genres. Other genres, such as creative nonfiction and drama, may be explored. Competency: Self-Knowledge. Offered every year.

ENGL 200/CMNS 200. ADVANCED COMPOSITION, RESEARCH AND RHETORIC I.
This course serves students who have successfully completed freshman writing courses or demonstrated an equivalent level of skill, but who desire further writing instruction. The course requires that students explore research methods and types of documentation and offers focused practice in using them. Themes related to community and citizenship are emphasized in the readings and assignments for the course. Written assignments for this course include a short, documented critical essay and a more lengthy research paper with multiple sources. Students select a research topic and develop an individual thesis, from which the research paper and a research presentation evolve. Competency: Writing. Prerequisite: ENGL 111 or permission of the instructor. Offered every year.

ENGL 213. BRITISH LITERATURE I.
Surveys selected works by writers from the British Isles from the medieval period through the 18th century. Works chosen to represent poetry, drama, fiction, and non-fiction. Competency: Analytical Reading. Offered every other year.

ENGL 214. AMERICAN LITERATURE I.
Surveys major works in American literature from the colonial period through Transcendentalism (early nineteenth century). Emphasizes major genres and movements. Competency: Critical Analysis. Offered every other year.

JOUR 218. SPECIALIZED JOURNALISM.
Discussion and practicum in specific areas of journalism likely to include, but not limited to, feature, culture, travel, nature, opinion, environmental, business, and science writing. Students in the course will look at current professional models in writing, interviewing, and editing practice. This course gives students the opportunity to pursue journalistic sub-genres, especially those common to magazines and feature pages, and to polish subsequent efforts into print-ready, freelance work. Competency: Ethics of Social Responsibility. Prerequisite: JOUR 118 or permission of the instructor. Offered every year.
ENGL 219. BUSINESS WRITING.
Students will learn how to write effectively and quickly in a business context, exploring the proper form and content of memos, reports, business letters, executive summaries, and other business documents. Students will also learn how to write and design their own personal resumes and will produce a finished resume and a cover letter. Competency: Critical Analysis.

ENGL 220. CREATIVE WRITING.
Students will write poems, plays, or fiction, giving and receiving feedback on their original works. Some contemporary writings may be offered as models. Competency: Self-Knowledge. Prerequisite: ENGL 111 or 200. Offered every other year.

ENGL 223. BRITISH LITERATURE II.
Surveys selected works from the British Isles tradition. Covers 19th century to present. Works chosen to represent poetry, drama, fiction, and non-fiction. Competency: Analytical Reading. Offered every other year.

ENGL 224. AMERICAN LITERATURE II.
Surveys major works in American literature from the Romantic period (nineteenth-century) to the present. Emphasizes major genres and movements. Competency: Critical Analysis. Offered every other year.

ENGL 225. WORLD LITERATURE.
Examines the traditions of a selection of world literatures in an historical and cultural context. Works are chosen to represent the poetry, drama, and fiction of two or more of the following regions: Russia, Italy, France, Germany, Latin America, Africa, India, Japan or China. Consideration will be given to the literary and cultural history of each region considered and its contribution to World Literature. Competency: Analytical Reading. Offered every other year.

ENGL 226. INTRODUCTION TO LITERARY GENRES.
A study of characteristic structures and themes in one or two of the following: tragedy, comedy, or satire, with an additional focus on the historical development of poetry, drama, short fiction, or the novel. The course explores how classical to contemporary texts reflect evolving social values. Competency: Critical Analysis. Offered every other year.

ENGL 227. APPALACHIAN LITERATURE.
Examines works produced in the Appalachian region. The class considers how social, historical, economic, and aesthetic concerns have combined to create a distinctive literature. The course may require some field work. Competency: Writing. Offered every other year.
ENGL 228. AFRICAN AMERICAN LITERATURE.
Survey of African American literature from the beginning to the present. Works selected from major genres (fiction, non-fiction, drama, and poetry) and movements (such as the Harlem Renaissance). The course examines how writers such as Wheatley, Douglass, Hughes, Morrison and others have influenced and been influenced by culture, history, and literary tradition. The course may focus additionally on Southern African American literary history. Competency: Analytical Reading. Offered every other year.

ENGL 230. WRITING FOR THE SCREEN.
An introduction to and workshop in writing for the screen. Students will learn about elements of dramatic writing, including structure, plot, characters, dialogue, scenes, and sequences. Following a study of motion picture and television scripts, students will develop a treatment and will practice writing scenes. Course may include specialized types of films or television programs. Competency: Analytical Reading. Offered every year.

ENGL 231. INTRODUCTION TO FILM.
Students will be introduced to the techniques and aesthetics of film and an overview of film history. The course covers genre issues; compares studio, foreign, and independent films; looks at aspects of film composition; and examines significant works by auteurs such as Alfred Hitchcock. Competency: Ethics of Social Responsibility. Offered every other year.

ENGL 240. INTERMEDIATE CREATIVE WRITING WORKSHOP.
A mixed-genre workshop providing instruction in the craft of imaginative writing beyond the introductory level. While students may elect to write in a single genre, they will examine principles and practices of both poetry and prose in order to gain a broader and deeper understanding of their own work and of creative writing in general. Through exposure to and analysis of the work of professional writers, students will acquire literary models, strengthen their editing and revising skills, and improve their critical vocabulary. Competency: Analytical Reading. Prerequisite: ENGL 120. Offered every year beginning 2005-06.

ENGL 300/HIST 301. WOMEN IN LITERATURE.
An exploration of the women’s movement and some important works of literature stemming from it in the larger context of U.S. social and political history from the latter 19th century forward. Emphasis will be placed on male and female responses to changing patterns in American culture. Competency: Self-Knowledge. Offered every other year.

ENGL 303. CLASSICAL MYTHOLOGY.
Study of the Greek myths with illustration of their evocative power and continued rebirth in literature, painting, and music. We may also
examine the mythological mode of thinking that precedes the age of reason in the development of a society. Competency: Public Speaking. Offered every other year.

ENGL 304. MEDIEVAL LITERATURE.
A study of British texts from the Old English period (in translation) and the Middle English period. Representative works include the anonymous Old English elegies, riddles, and religious texts; Sir Thomas Malory’s “Morte Darthur;” selections from Geoffrey Chaucer; and Marie de France’s “Lanval.” Time permitting, Medieval works from the continent might also be explored, including such important works as “The Romance of the Rose” and “Song of Roland.” Competency: Writing. Prerequisites: ENGL 213 and ENGL 223. Offered every other year.

ENGL 314. NINETEENTH-CENTURY BRITISH LITERATURE.
Explores the literature of the 19th century in depth, from the Romantics to the Victorians, and the social and cultural contexts in which 19th century writers worked. The course will cover all genres of writing, including poetry, prose, and non-fiction. Competency: Self-Knowledge. Prerequisites: ENGL 213 and ENGL 223. Offered every other year.

JOUR 318. NON-FICTION MARKETS.
Students attend to professional markets, especially e-zines, magazines and journals, assessing content and style of consumer publications while learning to prepare written submissions accordingly. Emerging genres, such as memoir and creative nonfiction, will be discussed, in an effort to ready the advancing journalism student for eclectic, professional internship experience. Competency: Civility. Prerequisites: JOUR 118 and JOUR 218, or permission from the instructor. Offered every other year.

ENGL 320. ADVANCED POETRY WORKSHOP.
Focusing on advanced studies in the craft of poetry, this course requires intensive reading, writing, and revision. Through formal analysis of peer work and established models, students will increase their ability to effectively critique their own and others’ writing. Students will also learn the correct procedure for submitting manuscripts for publication. The course emphasizes longer works and independent projects. Competency: Analytical Reading. Prerequisites: ENGL 240. Offered every other year.

ENGL 321. ADVANCED FICTION WORKSHOP.
Focusing on advanced studies in the craft of fiction, this course requires intensive reading, writing, and revision. Through formal analysis of peer work and established models, students will increase their ability to effectively critique their own and others’ writing. Students
will also learn the correct procedure for submitting manuscripts for publication. This course emphasizes longer works and independent projects. Competency: Analytical Reading. Prerequisites: ENGL 240. Offered every other year.

ENGL 325. ADOLESCENT LITERATURE.
Examines classic and current works created for young adults, with focus on issues such as peer pressure, family, emerging sexuality, environment, and education. Considers book selection evaluation, and classroom use. Competency: Public Speaking. Offered every other year.

ENGL 328. CONCEPTS OF LANGUAGE.
Examines aspects of language including the origin of language as a symbolic activity, the relationship between language and power, and the role of language in the global village. This course provides an introduction to linguistics — the sound systems, forms, structures, and lexicon of English and other languages — which serves as the basis of study of language as symbolic and social practice. Competency: Writing. Offered every other year.

ENGL 332. GENRES IN SHAKESPEARE.
Examines representative works from Shakespeare’s dramatic genres (histories, romances, comedies, tragedies) and poetry. Competency: Writing. Offered every other year.

ENGL 350. SPECIAL TOPICS.
May only be taken once. A flexible course intended to serve as an instrument for examining topics in English of particular interest to students and faculty. Emphasis on readings, research, and intensive study. At least two “200 level” English courses, Junior standing, and permission of the instructor required. Offered as needed.

ENGL 402. SEMINAR IN LITERATURE AND SOCIETY.
Variable topics, perhaps emphasizing a single author, theme, or issue. An exploration of how writers and their works reflect, rebel against, and seek to influence societal norms, with a focus on concerns of public and contemporary, as well as historical importance. Recent emphases have included violence in Jacobean revenge tragedy and controversial books, artistic freedom, and public morality. May be repeated with different topics for credit. Competency: Ethics of Social Responsibility. Prerequisites: Junior or Senior standing and at least one 300-level English course. Offered every other year.

ENGL 420. SENIOR SEMINAR IN WRITING.
The culminating course for those in the writing concentration, this seminar offers students a final opportunity for peer critique and provides a
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transition to the next stage of their writing lives. Students will complete a final portfolio of their best creative and/or journalistic work, which they will edit for publication. After performing a market analysis to determine suitable venues for their manuscripts, students will study the art of writing query and cover letters, will prepare their pieces for submission, and will submit work to appropriate publications. The course also offers preparation for students interested in pursuing writing at the graduate level. Competency: Self Knowledge. Prerequisites: ENGL 320 or ENGL 321 and senior status. Offered every year.

JOUR 452. INTERNSHIP IN WRITING AND EDITING.
The internship in professional writing provides advanced students on-the-job experience in writing and editing in a variety of settings. Students may elect to work on or off campus in journalism, public relations, or publications management. Competency: Self-Knowledge. Prerequisites: JOUR 118, JOUR 218, and ENGL 327, or permission of the instructor.
The Environmental Science program of study is designed to enhance students’ understanding of the biological, ecological, and chemical factors that govern the relationship between an organism and its environment. Graduates of this degree program could seek employment with industry, state and local regulatory agencies, municipalities, and other environmental agencies or continue graduate studies in the field.

Because of the nature of field opportunities (travel to coastal ecosystems, etc.) integrated into environmental science courses, active participation of the student is required. Therefore, students who anticipate conflicts should select alternate courses.

Charges may be placed on the student’s account for laboratory equipment broken or damaged as a result of student negligence.

The curriculum of the Environmental Science program is designed to help develop and maintain critical thinking, analytical reading, writing, and public speaking skills. Service learning and community involvement are important components of the curriculum and should be encouraged at every opportunity.

### Environmental Science Major
- CHEM 101 General Chemistry
- CHEM 102 General Chemistry
- EVSC 111 Environmental Science
- EVSC 209 Environmental Chemistry
- EVSC 211 Organismic Biology
- EVSC 301/BIOL 301 Ecology
- EVSC 302 Earth Science and Environmental Assessment
- EVSC 303 Environmental Organic
- EVSC 401 Environmental Monitoring
- EVSC 403 Environmental Law and Safety & Regulations
- MATH 215 Elementary Statistics

**TOTAL:** 48 semester hours

### Environmental Science Minor
- EVSC 111 Environmental Science
- EVSC 211 Organismic Biology
- EVSC 301/BIOL 301 Ecology
- EVSC 403 Environmental Law and Safety & Regulations

*Choose one of the following courses:*
- EVSC 302 Earth Science and Environmental Assessment
- EVSC 400 Scientific Research
- EVSC 401 Environmental Monitoring

**TOTAL:** 20 semester hours
Environmental Science Internship Program
(optional) 4-16 Hour

The Environmental Science Internship program is a competitive program students can choose to strengthen their degree. Students must apply through the Environmental Science program for an internship. Typical internships would be served with a state or federal agency or with a business charged with enforcing or complying with environmental regulations. Internships may be served the summer between the sophomore and junior year, between the junior and senior year, or at other times subject to scheduling.

Course Descriptions

EVSC 111. ENVIRONMENTAL SCIENCE.
Environmental Science is intended as a basic survey course designed to provide the student with an understanding of ecological principles and processes. Students will develop their skills at scientific inquiry. Considerations of interactions of social, political, economic, and scientific issues will be related to developing the skills necessary for survival in society and the biosphere. Competency: Critical Analysis. Offered every year.

EVSC 209. ENVIRONMENTAL CHEMISTRY.
A course designed to acquaint students with the chemical mechanisms underlying environmental problems. Topics of study will include chemistry of natural waters, redox equilibria and complexation in natural waters and waste waters, inorganic water pollution, chemistry of soils and the atmosphere, toxicology, and hazardous wastes. Competency: Analytical Reading. Prerequisite: CHEM 102. Offered every other year.

EVSC 211. ORGANISMIC BIOLOGY.
A survey of the five biological kingdoms. Emphasis is on the identification of organisms using dichotomous keys. Extensive fieldwork and travel are required. Skills developed in this course will enable students to perform surveys of aquatic and terrestrial communities. Special emphasis is placed on using taxa as indicators of biotic integrity of ecosystems. Competency: Analytical Reading. Offered every year.

EVSC 301/BIOL 301. ECOLOGY.
The organism’s relationship to its environment including factors influencing populations, communities, and the distribution of organisms. Additionally, students may be required to write a scientific paper based on ecological data they have collected and analyzed. Extensive travel and fieldwork are required. Metrics used in various ecological assessments are also discussed. Competency: Critical Analysis. Prerequisites: MATH 215 and EVSC 211. Offered every year.
EVSC 302. EARTH SCIENCE AND ENVIRONMENTAL ASSESSMENT.
This course focuses on the fundamentals of physical geology, hydrology, orienteering, navigation, topographic map and aerial photograph interpretation. Students will use these skills to produce environmental maps of watersheds in the Greeneville area which display multiple layers of spatial data (geology, soils, hydrologic features, land uses, etc.). Students will learn basic measurement, navigation and mapping skills in order to produce these maps which can be used as models for environmental impact assessments. Competency: Critical Analysis. Prerequisite: CHEM 102. Offered every other year.

EVSC 303. ENVIRONMENTAL ORGANIC CHEMISTRY.
An overview of organic structure and nomenclature. Emphasis will be placed on the reactions of organic molecules with environmental consequences. Laboratory exercises are designed to enhance class topics. Competency: Critical Analysis. Offered every other year.

EVSC 350. SPECIAL TOPICS.
Topics to be determined by instructor and will be listed on yearly course schedule. Courses will normally require travel, and extra fees may be required. Competencies: Writing and Public Speaking.

EVSC 401. ENVIRONMENTAL MONITORING.
A team-taught course involving both chemical and biological monitoring. Topics include monitoring for organic and inorganic pollutants in air, soil, and water. Special attention is given to the use of chemical instrumentation in environmental sampling. Biological sampling, metrics, and analyses are also considered. These include various indices of biotic integrity and community similarity. Competencies: Critical Analysis, Ethics of Social Responsibility, and Self-Knowledge. Prerequisites: MATH 215, EVSC 301, and EVSC 303. Offered every other year.

EVSC 403. ENVIRONMENTAL LAW, SAFETY, AND REGULATIONS.
Students will study the basic environmental laws that affect business, industry, and education. Safety and regulations of working with chemicals will be studied. Students will examine the role of risk assessment in safety and legislative policies. Competency: Public Speaking. Prerequisites: EVSC 300 Levels. Offered every other year.

EVSC 409. CAPSTONE STUDIES IN MEXICO.
This course will focus on the historical, social, political, environmental, and biological factors that should be recognized when considering the rise and fall of a civilization. The student will travel to major Mayan archeological sites including Chichen Iza and Tulum; investigate the ecology of the region including the jungle and coral reef, and be intro-
duced to current cultures of the region. Prerequisites: EVSC/BIOL 301, Survival Spanish, and Snorkeling or permission of instructor.

EVSC 410. CAPSTONE STUDIES IN COSTA RICA.
Diverse tropical communities are explored during a field-intensive course. Ecosystems examined include lowland rain forest, montane cloud forest, paramo, coral reefs, rocky intertidal zones, mangrove swamps, tropical dry forests and savannas, as well as volcanic and other geothermal features. Competency: Civility. Prerequisites: EVSC 211, EVSC 301 or equivalent, and at least one course of Spanish.

EVSC 451. ENVIRONMENTAL SCIENCE INTERNSHIP. 4-16 semester hours.
Students will gain experience in field work in the area of environmental law, monitoring, or field studies. Students may work with federal or state agencies or private industries. Internships are assigned by the environmental science department on the basis of availability and a set of department guidelines. Competencies: Civility and Self-Knowledge.
FIELD GUIDE/NATURALIST

The Field Guide/Naturalist major emphasizes the understanding of ecological sciences’ communication theory, educational principles, and resource management. It stresses the balance between ecological and social sciences.

The curriculum of the Field Guide/Naturalist program is designed to help develop and maintain critical thinking, analytical reading, writing, and public speaking skills. Service learning and community involvement are important components of the curriculum and should be encouraged at every opportunity.

Field Guide/Naturalist Major
MASS 221 Introduction to Mass Media
PYSC 101 Essentials of Psychology
PYSC 200 Developmental Psychology or PYSC 211 Social Psychology
SPED 101 Survey of the Regular and Specials Needs Population Within the School Environment
EVSC 111 Environmental Science
EVSC 211 Organismic Biology
BIOL 204 Nonvascular Plants
BIOL 205 Plant Morphology and Taxonomy
BIOL 220 Vertebrate Zoology I
BIOL 221 Vertebrate Zoology II
BIOL 301 General Ecology
EVSC 302 Earth Science and Environmental Assessment
BIOL 401 Invertebrate Zoology
EVSC 451 Internship (4-16 hours)
Total Hours: 56 semester hours.

Electives (Suggested)
BIOL 404 Field Biology
EVSC 410 Costa Rica
PHED 115 Community First Aid, CPR, and Safety (1 hour)
PHED 160 Scuba Diving (1 hour)
PHED 195 Hiking/Backpacking (1 hour)
PHED 196 Canoeing (1 hour)
FINE ARTS

FINA 310. THE ARTS AND CHILDHOOD LEARNING.
An integrated study of the way in which the arts (dance, music, theatre, and visual art) affect the learning and development process in pre-High school aged children. Field experience is included. Competency: Civility. Prerequisites: SPED 101 and PSYC 200. Offered every year.

GEOGRAPHY

GEOG 200. INTRODUCTION TO GEOGRAPHY.
An introductory survey of important geography factors affecting the political and economic development of nations. Emphasis given to consideration of location, size, natural resources, terrain, culture, and population composition. Competency: Analytical Reading. Offered every year.
**HISTORY**

The major and minor programs in History contribute to the intellectual and moral development of students and enhance their preparation for active citizenship in the American nation and the larger global community. Course work in History hones the skills desired in students who may wish to pursue careers in government, the law, or education, or who plan to undertake graduate study, as a prelude to public involvement as a civil servant, attorney, teacher, or community leader. The department’s programs and courses, including independent or interdisciplinary majors that combine elements of one or more disciplines, have been developed with student interests in mind and to provide the background necessary for fulfillment of professional aspirations in such fields as information management, historic preservation, research, and information.

History majors are required to complete eleven courses (44 hours) in the discipline, including History 101 and 102 (The West and the World surveys) and History 201 and 202 (The U.S. History surveys). Students must also complete History 302 (Readings in The Uses of the Past) and History 402 (Historical Methods). Students who have completed comparable courses may apply for a waiver of these required courses. Beyond these six required courses, students must complete five History courses of their own choosing, keeping in mind that their choices should provide them with the breadth of perspective all liberally educated persons should have. *In no case will more than three 200-level courses be counted toward the eleven needed for a History major.* Finally, students must submit a satisfactory senior-level research paper to complete their major requirements.

Students may also choose a History Education major, which provides them with the benefits of a History degree and prepares them for licensure to teach history in grades 7-12. History-Education Majors must also complete a satisfactory senior-level lesson plan suitable for classroom use for grades 9-12, in order to complete their major requirements.

Students interested in doing so may design an independent major combining History with other related or appropriate courses, or they may elect to complete a minor in History, consisting of 20 semester hours of study.

**History Major: (44 hours)**

Required:
- HIST 101 & 102 West & the World, I and II
- HIST 201 & 202 U.S. History Survey, I and II
- HIST 302 Readings in Uses of Past
- HIST 402 Historical Methods and Research [taken concurrent with HIST 302 across the semester]
Choose 3 of following:
HIST 212 The Colonial Era
HIST 300 Tennessee in Southern History
HIST 322 Modern America
HIST 323 The Era of the Civil War and Reconstruction
HIST 335 Native American History
HIST 337 American Labor & Working Class History

AND

Choose 2 of the following:
HIST 303 Europe I or HIST 304 Europe II
HIST 306 The Islamic World
HIST 311 Modern East Asia
HIST 315 Modern Latin America
HIST 332 Modern Africa, 1800-present

History Minor
HIST 101 or 102 The West and the World, I or II
HIST 201 or 202 U.S. History Survey, I or II
Choose three additional courses from the elective listing for the history major.

History-Education Major: Teaching Licensure Grades 7-12
The following program leads to licensure with endorsement in History, for teaching grades 7-12. This program is comprised of 149 semester hours, as follows:
Major: 44
Professional Education: 36
General Education: 69

Major curriculum
EDUC 419 Content Area Reading
GEOG 200 Introduction to Geography
HIST 102 The West & the World, II*
HIST 202 U. S. History Survey, II
HIST 302 Readings in Uses of Past
POLS 203 American Government
*general education requirements

AND

Choose 5 of the following: [at least 4 at 300 level or above]
HIST 212 The Colonial Era
HIST 300 Tennessee in Southern History
HIST 322 Modern America
HIST 323 The Era of the Civil War and Reconstruction
HIST 337 American Labor and Working Class History
HIST 335 Native American History
HIST 303 Europe I
HIST 304 Europe II
HIST 306 The Islamic World
HIST 311 Modern East Asia
HIST 315 Modern Latin America
HIST 332 Modern Africa, 1800-present

Professional Education Curriculum
EDUC 200 History, Philosophy and Principles of Education
EDUC 320 Classroom Discipline and Management
HGLN 337 Assessment and Evaluation
EDUC 342 Learning Environments K-12
EDUC 452 Student Teaching Seminar
EDUC 456 Enhanced Student Teaching (7-12)
SPED 101 Survey of the Regular and Special Populations Within the School Environment

General Education Curriculum
CISC 100 Computer as a Tool
CISC 216 Computer as a Classroom Support System
ENGL 110 Composition and Rhetoric
ENGL 111 Composition, Rhetoric and Research
EVSC 111 Environmental Science
HIST 101 The West & the World I
HIST 125 The People Shall Judge I
HIST 201 U.S. History Survey I
HUMA 101 Our Lives in Community
MATH 102 College Algebra
MATH 215 Elementary Statistics
PSYC 101 Essentials of Psychology
PSYC 200 Developmental Psychology
PSYC 305 Educational Psychology
RELG 302 Jerusalem
SOCI 101 Principles and Social Institutions
WCMC Public Speaking

Choose one of the following courses:
MUSC 101 Introduction to Western Music
THEA 104 Introduction to Theatre
VISA 110 Introduction to Art

History Education Minor
Grades 7-12
24 Total Hours
HIST 101 The West and the World I
HIST 102 The West and the World II
HIST 201 U.S. History Survey I
HIST 202 U.S. History Survey II
HIST 300 Tennessee History (or) an approved substitution
EDUC 342 Learning Environments 7-12
The History Education minor may be added to any existing School of Education Major with Licensure. All listed courses are required for the minor; however, some course requirements may be accomplished through preparation for a particular major.

**Course Descriptions**

**HIST 101-102. THE WEST AND THE WORLD I AND II.**
A survey of the history of Western Civilization and its interaction with the non-Western World, including Mesopotamia, the Middle East, Africa, and the Americas. Competency: Analytical Reading. Offered every year.

**HIST 125. THE PEOPLE SHALL JUDGE I: FROM PHILADELPHIA TO THE PRESENT I.**
This course examines the evolution and growth of the concepts of self-government and citizenship in the United States from the first settlements in North America through the ratification of the 14th and 15th Amendments to the Constitution. Students consider and explore the genesis of selected significant social and intellectual developments as they relate to the practice of self-governance in what became the United States, and within the framework of the Biblical and republican traditions. Competencies: Public Speaking and Critical Analysis. Offered every year.

**HIST 201-202. U.S. HISTORY SURVEY I AND II.**
A survey of the United States from the explorations of the 16th century to the present. Primary emphasis is on the interplay of economics and ideas as the foundation of the American republic and its subsequent evolution. Topics covered include red, white, and black America, Jacksonian democracy and the rise of the common man, slavery and abolitionism, Westward expansion, the Civil War and Reconstruction, the American industrial revolution, woman suffrage and feminism, the Great Depression, New Deal, World War II, the black freedom struggle of the 1950s and 1960s, America and the Cold War, and neo-conservatism in the late 20th Century. Competencies: Self-Knowledge and Analytical Reading. Offered every year.

**HIST 212. THE COLONIAL ERA.**
An overview of the cultural, economic, geographic, political, and social evolution of England’s American colonies, from the establishment of Jamestown to the achievement of independence at Yorktown. Primary emphasis is given to the English roots of colonization, the structure and dynamic nature of colonial life and society, and the causes of the great estrangement from England that led to the disruption of the British Empire. Other topics include examining the American Revolu-
tion and the Wars for Independence in the international political context of the 18th Century. Competency: Critical Analysis. Prerequisite: History 201-202 or permission of instructor. Offered every fourth year.

HIST 225. THE PEOPLE SHALL JUDGE II: FROM PHILADELPHIA TO THE PRESENT II.
A continuation of HIST 125, this course examines the evolution and growth of the concepts of self-government from about 1870 to the present. Students consider and explore the genesis of selected significant social and intellectual developments as they relate to the practice of self-governance in the 20th century in the context of the Biblical and republican traditions. Competencies: Writing and Critical Analysis. Offered every year.

HIST 300. TENNESSEE IN SOUTHERN HISTORY.
A political, social, cultural, and economic history of the area now called Tennessee, set in the context of the American South, from the rough-and-tumble frontier days of the 1790s through the dynamic growth, cultural diversity, and political transitions of the present day. Topics to be covered include Tennessee geography, famous Tennesseans, the Lost State of Franklin, Andrew Jackson, the Cherokee Trail of Tears, the Civil War, Woman Suffrage and Reform, TVA, World War II and the Manhattan Project, Memphis, the Blues, the Civil Rights Movement, the World’s Fair of 1982, and the impact of globalization. May include field trips to sites of interest in Tennessee history. Competencies: Critical Analysis and Self-Knowledge. Prerequisites: History 201-202. Offered every fourth year.

HIST 301/ENGL 300. WOMEN IN LITERATURE.
An exploration of the women’s movement and some important works of literature stemming from it in the larger context of U.S. social and political history from the latter 19th century forward. Emphasis will be placed on male and female responses to changing patterns in American culture. Competency: Self-Knowledge. Offered every other year.

HIST 302. READINGS IN THE USES OF THE PAST.
An introductory examination of the nature of history and of the methods of historical inquiry. Primary emphasis will be given to the following questions: “What is the value of history?” and “Is it possible to really know the past?” The course also considers historians as detectives: how they use the evidence and attempt to establish the truth about the fascinating stories they relate. All of this is examined within the framework of the diverse methodologies historians employ to unearth new evidence that expands and deepens our understanding of the past. Competencies: Civility and Critical Analysis. Prerequisites: HIST 101-102, HIST 201-202. Offered every other year.
HIST 303. EUROPE I.
An examination of the important movements in the period from 1400-1750. Topics to be covered include the intellectual dimensions of the Renaissance, the rise of the nation-state and its political and economic structures, and the Reformation, its religious origins, and its political, economic, and social impact. Competency: Critical Analysis. Prerequisites: HIST 101-102 or permission of the instructor. Offered every fourth year.

HIST 304. EUROPE II.
An examination of the Industrial, French, and Russian revolutions and the origins, nature, and aftermath of World War I. Competency: Critical Analysis. Prerequisites: History 101-102 or permission of the instructor. Offered every fourth year.

HIST 306. THE ISLAMIC WORLD.
A broad-based examination of cultural, economic, political, religious, and social developments in the Islamic world from the 7th Century to the present. Primary emphasis is on the emergence and nature of Islam and its spread from Arabia to the Atlantic and Southeast Asia, the impact of the West on the Islamic world, and the role of states, power, and politics in shaping Islamic responses to Western imperialism. This course may also utilize guest speakers and other resources to heighten student awareness of the complex interaction of the Islamic and Western worlds with one another. Competency: Critical Analysis. Prerequisites: HIST 101-102 or permission of instructor. Offered every fourth year.

HIST 311. MODERN EAST ASIA.
A survey of the principal historical trends and events in East Asia since the 15th century. Primary emphasis is on the emergence of modern China, but the course also considers the historical experiences of Japan, Korea, and Southeast Asia. Particular attention is paid to the impact of imperialism in East Asia and the diversity of Asian responses to modernization. This course may also utilize guest speakers, Internet resources, film, and personal memoir to expand students’ access to the cultures and histories of a region that has been both distant and enmeshed in the Western and American experience. Competency: Critical Analysis. Prerequisites: HIST 101-102 or HIST 201-202. Offered every fourth year.

HIST 315. MODERN LATIN AMERICA.
A survey of the principal historical trends and events in Latin America in the 19th, 20th, and 21st centuries. Primary emphasis is on Central America and Mexico, with some attention also given to selected countries in South America and the Caribbean. Topics covered include co-
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Colonialism and the wars of independence; caudillos, populists, and military juntas; the culture and daily life of mestizos, creoles, and Amerindians; U.S.-Latin American relations; rebellions, revolutions, and reaction in Central America; and the challenges and opportunities of economic and political modernization. This course may also utilize guest speakers, Internet resources, film, and personal memoir to expand students' access to the cultures and histories of Latin America. Competency: Critical Analysis. Prerequisites: HIST 101-102 or HIST 201-202. Offered every fourth year.

HIST 322. MODERN AMERICA.
An in-depth examination of the principal, cultural, economic, intellectual, political, and social forces that have shaped and reshaped the American nation from the mid-20th Century to the present. Particular attention will be devoted to the impact of the Great Depression and World War II, the Cold War, the Korean and Vietnam Wars, consumerism and stability in the 1950s, McCarthyism versus the Age of Aquarius, the black freedom struggle, and the reactions of traditional Americans to all the changes wrought since the Stock Market Crash of 1929 and the detonation of the first atomic bomb in 1945. The course may include field trips to important sites which highlight these themes. Competency: Critical Analysis. Prerequisites: HIST 201-202 or permission of the instructor. Offered every fourth year.

HIST 323. THE ERA OF THE CIVIL WAR AND RECONSTRUCTION.
Elective. A survey of the Civil War and Reconstruction era (1861-77). Emphasis is given to the causes of the Civil War, the social, economic, and political developments of the war years as well as the Reconstruction era. Particular attention will be paid to the idea that the period 1861-77 was a watershed that transformed American society and the nature of the federal union. The course may include extended field trips to important sites of interest to the history of the Civil War and Reconstruction, such as Harper's Ferry, Virginia; Chickamauga, Georgia; or Gettysburg, Pennsylvania. Competencies: Critical Analysis and Self-Knowledge. Prerequisites: HIST 201-202. Offered every fourth year.

HIST 325. ATHENS TO PHILADELPHIA: THE WESTERN IDEAS OF SELF-GOVERNANCE.
This course explores the sources of the Western tradition of self-governance in the democracy of early Athens and the republic of early Rome, in the work of such thinkers as Socrates, Aristotle and Cicero. It examines how Greek and Roman ideas about democracy were reframed by such writers as Locke, Hobbes, and Rousseau and passed on to the authors of the U.S. Constitution. Finally, it considers how those issues continue to be significant today. Competencies: Critical Analysis and Ethics of Social Responsibility. Prerequisite: HIST 125 and 225 OR Junior standing. Offered every year.

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HIST 332. MODERN AFRICA, 1800-PRESENT.
Recognizing the growing importance of Africa and African peoples in world affairs, this course offers a survey of major themes, events, and personalities in African history from 1800 to the present. Topics may include the African slave trade and its abolition, European imperialism, African reactions to colonial rule, religious and cultural movements, ethnicity and tribalism, the formation of African states in the wake of decolonization, and recent moves toward pan-Africanism. The course also includes an assessment of Africa’s future in an era of increased globalization and a comparative treatment of African peoples and culture in the Americas, including the impact of that culture on Western Civilization. Competencies: Analytical Reading and Ethics of Social Responsibility. Prerequisites: History 101-102. To be offered every fourth year.

HIST 335. NATIVE AMERICAN HISTORY.
This course in the history of Native Americans from the end of the Ice Age to the Present is designed to be ethnohistorical in nature. This means examining this history through the eyes of the American Indians themselves, as a product of their own unique cultures and the challenge of contending with a massive invasion of their homelands and cultural space by outsiders. The course depends on the writings of anthropologists, archaeologists, historians and diverse Native Americans to understand the native perspective and to place it firmly within the context of American and Western history as a whole. Competency: Critical Analysis. Prerequisites: History 201-202 or permission of the instructor. Offered every fourth year.

HIST 337. AMERICAN LABOR AND WORKING CLASS HISTORY.
This course examines the social, political, economic and cultural history of working people and labor organizations in the United States, from the Industrial Revolution of the late 19th Century to the present. Emphasis is on the impact of economic modernization on the diverse ethnic, racial, and gender groups that have comprised the modern American working class. Topics covered will include the shift from hand labor to machine and assembly line production, the successes and failures of unionism, working class culture and urban life, strikes and strikebreaking, Rosie the Riveter and World War II, the impact of NAFTA and the trends of globalization, and above all, the diversity of ways working people have shaped the history of modern America. Competencies: Critical Analysis and Self-Knowledge. Prerequisites: History 201-202 or permission of the instructor. Offered every fourth year.

HIST 402. HISTORICAL METHODS AND RESEARCH.
This course requires students to apply the craft of historical analysis and writing by developing and completing a research project that cul-
minates in an historical essay and presentation. Topics will be determined by the instructor in consultation with students. This course extends across the semester and should be taken concurrent with HIST 302 or after successful completion of that course. Competencies: Critical analysis and Writing. Prerequisites: HIST 101-102, HIST 201-202, HIST 302 or concurrent registration in HIST 302. Offered every other year, across the semester.

HIST 430. READINGS IN SPECIAL TOPICS IN HISTORY.
A flexible course intended to serve as an instrument for examining topics in history of particular interest to students and faculty. Emphasis is on readings and intensive study. Competencies: Critical Analysis and Analytical Reading. Prerequisites: At least 6 credit hours in history, Junior standing, and permission of the instructor. Offered as needed, with permission of instructor.

HIST 450. INDEPENDENT STUDY.
Generally, a student-initiated request for study of a particular aspect of history not usually covered in-depth in a particular course. The work will be accomplished under the direction of an advisor, will include weekly meetings, and may require completion of a formal paper. Offering this course is at the discretion of the instructor. Competencies: Critical Analysis and Writing. Prerequisites: At least 6 credit hours in history, Junior standing, and permission of the instructor.
The Human Growth and Learning major is designed for students who desire to take courses primarily by faculty from arts and sciences disciplines. The major is open to students who are preparing for licensure in Early Childhood Education and Elementary Education and for those students who do not wish licensure. The major may be combined with study in other fields related to how children learn in the context of their environments.

HGLN 337. ASSESSMENT AND EVALUATION.
The purpose of this course is to provide the pre-service teachers with skills that will enable them to determine: what students have learned, what aptitude students possess for future learning, how well students are progressing to specific educational goals (state grade-level curriculum standards), how students feel toward school, and what aspirations and interests students possess. The pre-service teacher will develop and use tests, rating scales, observational records, questionnaires, and other types of informal and authentic measurement instruments. This course will provide the learner with an opportunity to understand and apply sound measurement principles and practices to methods of inquiry and research. Strong emphasis will be placed on performance-based assessment, interpretation of standardized testing measures, and communication of this information to the appropriate personnel. Practicum experiences are included. Competency: Critical Analysis. Prerequisites: EDUC 200 and SPED 101. Offered every year.

This course is designed to prepare the pre-service teacher with opportunities to study the manner in which a play-based developmental curriculum is linked with developmental assessment and curriculum planning. Opportunities for play and creative experiences are essential to the learning and development of the young child. Experiences in the course will include a study of ways to successfully serve the needs of diverse learners. The importance of the role of the parents in their child’s development is also a focus of this course. The pre-service teacher will demonstrate ability to plan, implement, and assess curriculum that includes current technology, materials, and community resources. The planned curriculum will reflect the pre-service teacher’s understanding of the psychological and social development of the primary-age student. The pre-service teacher will demonstrate the ability to plan and teach both skills and content in the PreK-4 area while building a community of engaged learners. Competency: Writing. Prerequisites: EDUC 200 and SPED 101. Offered every other year.
HGLN 341. LEARNING ENVIRONMENTS K-6.
This course is designed to prepare the K-6 pre-service teacher to apply curriculum principles and techniques in various learning environments with students of diverse abilities and needs. The pre-service teacher will demonstrate ability to plan, implement, and assess curriculum that includes current technology, materials, and community resources. Using information from informal assessment techniques, the pre-service teacher will make sound instructional decisions. The planned curriculum will reflect the pre-service teacher’s understanding of the psychological and social development of the primary and preadolescent student. Using methods such as cooperative learning, the pre-service teacher will develop strategies that foster the inclusion of diverse learners and students of different cultures. The pre-service teacher will demonstrate the ability to plan and teach both skills and content in the K-6 area while building a community of engaged learners. Included in this course will be a review of the philosophical underpinnings that drive education in the K-6 learning environment. Competency: Writing. Prerequisites: EDUC 200 and SPED 101. Offered every year.

HGLN 417. LITERACY THROUGH LANGUAGE ARTS.
This course provides a working knowledge of the instructional models and materials for teaching language arts in grades K-6. Students will develop an understanding of writing development including language mechanics, appropriate grammar, and legible handwriting. Special emphasis will be placed on communication skills, diagnostic procedures, and evaluations. Media and technology will be explored to incorporate activities emphasizing the relationship between writing, listening, speaking, and reading activities. Multiple strategies and materials will be developed in the coursework for teaching these skills to at-risk students, students with disabilities, economically disadvantaged, and highly mobile students as well as intellectually gifted students and students from different racial and ethnic backgrounds. Reflections from practicum experiences will be utilized along with instructional practices. Competency: Analytical Reading. Prerequisites: EDUC 200 and SPED 101. Offered every year.
HUMANITIES

Courses listed under the Humanities heading may be taught by faculty from a variety of disciplines within Tusculum College. These courses seek to integrate many perspectives, providing a holistic approach to their topics.

COURSE DESCRIPTIONS

HUMA 101/CMNS 101. OUR LIVES IN COMMUNITY.
An examination of public and private roles of citizens in immediate communities: family, neighborhood, city, and Tusculum College. The course draws on insights from literature, religion, history, psychology, and other disciplines, along with the students’ own background and experience. A significant writing component and service project are also part of the course. Because CMNS 101 is the first course taken by all new freshman at Tusculum College, it also functions to introduce students to the academic expectations of the institution. Competency: Analytical Reading.

JOURNALISM

Please see ENGLISH for Journalism Studies.
MASS MEDIA

The Mass Media program offers a major and a minor in media. The major consists of a 24-credit core and one or more concentrations.

- **The Radio concentration** allows students who have a strong interest in radio to gain experience and a deeper understanding of radio announcing, operation, and management.

- **The Television concentration** consists of in-depth course work in studio and control-room operations, announcing, and non-linear editing.

- **The Sports Broadcasting concentration** takes advantage of the state-of-the-art athletic facilities developed on campus. The skill set prepared corresponds closely to real-world needs of commercial radio and television stations.

Well qualified seniors may elect to complete off-campus internships in public relations, journalism, radio or television. Students who successfully complete the program will be ready for continued study in graduate school or employment in public or private organizations. The media studies draw on the radio and television production facilities, the excellent sports complex, and a seven-station photography lab.

**Major Curriculum’s Core courses**
MASS 215 Basic Photography
MASS 221 Introduction to Mass Media
MASS 303 Media and Society
MASS 311 Photojournalism
MASS 403 Media Ethics and Law
TOTAL: 24 credit hours

**Radio concentration**
MASS 241 Broadcast News
MASS 251 Radio Operations I
MASS 329 Radio Production
MASS 351 Radio Operations II
MASS 442 Senior Radio Project
TOTAL: 20 credit hours

**Sports Broadcasting concentration**
MASS 251 Radio Operations I
MASS 329 Radio Production
MASS 309 Sports Announcing (3 credit hours)
PHED 215 Sport and Society (3 credit hours)
PHED 289 Sports Officiating Practicum (1 credit hour)
PHED 290 Officiating of Games and Sports (3 credit hours)
MASS 442 Senior Radio Project
TOTAL: 24 credit hours
Choose two of the following 1-hour lab courses:
MASS 321 Football Play-by-play
MASS 322 Baseball & Softball play-by-play
MASS 323 Basketball play-by-play
MASS 324 Soccer play-by-play

Note: No overload fee is assessed for the two required lab courses in this curriculum.

Television concentration
ENGL 230 Writing for the Screen
MASS 241 Broadcast News
MASS 210 Basic Video Production
MASS 281 Video Post Production
MASS 310 Video Field Production
MASS 341 Video Studio Production
MASS 441 Senior Video Project
TOTAL: 28 credit hours

Recommended electives:
Students taking the Sports Broadcasting track are encouraged to take an additional Sports Officiating Practicum and one or two additional play-by-play lab courses. All concentrations recommend these additional electives:
ENGL 220 Creative Writing
JOUR 218 Specialized Journalism
MASS 315 Creative Photography

Mass Media Minor
MASS 221 Introduction to Mass Media
MASS 403 Media Ethics and Law
Plus three additional media courses selected in accordance with the student’s interest and in consultation with the Program Director.
TOTAL: 20 credit hours

Course Descriptions

MASS 210. BASIC VIDEO PRODUCTION.
An introduction to video production techniques including scripting, storyboarding, use of camera, lighting, editing and producing. Competency: Civility. Offered every year.

MASS 215. BASIC PHOTOGRAPHY.
An introduction to the proper use of cameras, compositional techniques, film development, negative scanning and digital editing of still photographs using contemporary computer software. Competency: Public Speaking. Offered every year.
MASS 221. INTRODUCTION TO MASS MEDIA.
While the continents are drifting slowly and silently apart on their floating tectonic plates, mass media are noisily and rapidly bringing them back together again electronically, resulting in the disruption of cultures, economies and diplomacies. In this course, we will study the history and consequences of mass media’s shrinking world; a world where satellite broadcast technology is making it possible to import culturally enlightening foreign media directly into the American living room while at the same time providing the means for one small voice in a distant land to hold our whole nation hostage. We will look at how mass media have already affected each of us individually and why we as citizens need to become better informed and better prepared to deal with such issues as media imperialism and electronic colonialism in the emerging new world order. Competency: Writing. Offered every year.

MASS 241. BROADCAST NEWS.
Students will focus on the writing, editing and presentation of news and feature stories. Prerequisite: JOUR 118. Competency: Writing. Offered every year.

MASS 251. RADIO OPERATIONS I.
Hands-on experience in broadcasting. Students will go “on the air” and learn how to operate broadcast equipment, process radio logs, read spots, and produce musical radio shows. Emphasis will be placed on preparation, delivery, pronunciation and creativity. (Recommended for all freshmen considering a Mass Media major). Competency: Writing. Offered every year.

MASS 281. VIDEO POST PRODUCTION.
An introduction to linear and non-linear editing, including character generation, special effects and video transitioning. Competency: Civility. Offered every year.

MASS 303. MEDIA AND SOCIETY.
This course examines the concepts and principles of contemporary media in an effort to analyze the causal interrelationship between mass media and our society. Prerequisite: MASS 221. Competency: Writing. Offered even years.

MASS 309. SPORTS ANNOUNCING. 3 credit hours.
An introduction to Sports Broadcasting: interview techniques, writing, and game and on-air preparation including the collection, review, understanding and use of game statistics. Prerequisite: PHED 290. Competency negotiated. Offered every other year.
MASS 310. VIDEO FIELD PRODUCTION.
A continuation of Basic Video Production (MASS 210) with additional emphasis on writing, directing, producing, and on-camera presentation while on location, and the processing of these elements in post production. Competency: Ethics of Social Responsibility. Prerequisites: MASS 210, 241, and 281. Offered every year.

MASS 311. PHOTOJOURNALISM.
An intermediate-level photography course with an emphasis on photography as a medium of communication through content and technique. Students will be charged a $35.00 lab fee to defray costs of materials. Competency: Public Speaking. Prerequisite: MASS 215 or permission of instructor. Offered every other year.

MASS 315. CREATIVE PHOTOGRAPHY.
A continuation of Basic Photography with a greater focus on the traditional non-digital printing process, its methods and special effects. The course will also study the process of understanding and criticizing photographs including the works of noted photographers. Students will be charged a $35.00 lab fee to defray costs of materials. Prerequisite: MASS 215. Competency: Public Speaking. Offered every other year.

MASS 321. FOOTBALL PLAY-BY-PLAY. 1 credit hour.
Students will participate in the actual announcing of live football games, following action and providing color commentary. Prerequisites: PHED 290, MASS 309. Offered every fall.

MASS 322. BASEBALL/SOFTBALL PLAY-BY-PLAY. 1 credit hour.
Students will participate in the actual announcing of live baseball/softball games, following action and providing color commentary. Prerequisites: PHED 290, MASS 309. Offered every spring.

MASS 323. BASKETBALL PLAY-BY-PLAY. 1 credit hour.
Students will participate in the actual announcing of live basketball games, following action and providing color commentary. Prerequisites: PHED 290, MASS 309. Offered every spring.

MASS 324. SOCCER PLAY-BY-PLAY. 1 credit hour.
Students will participate in the actual announcing of live soccer games, following action and providing color commentary. Prerequisites: PHED 290, MASS 309. Offered every fall.

MASS 329. RADIO PRODUCTION.
Practical experience in radio production techniques utilizing major formats currently in demand by commercial and noncommercial radio stations. Productions will include spots, taped interviews, and pro-
gramming techniques. Emphasis will be placed on the writing and broadcasting of material that is both informative and entertaining. Competency: Critical Analysis. Prerequisites: MASS 221, 251 or permission of instructor. Offered every year.

MASS 341. VIDEO STUDIO PRODUCTION.
An introduction to the in-studio production process that includes technical direction, camera operations, studio management, sound, lighting, audio and on-camera announcing. Competency: Civility. Offered every other year.

MASS 351. RADIO OPERATIONS II.
A continuation of MASS 251 with additional focus on managerial duties, i.e., program directing, sales, and station management. Competency: Analytical reading. Prerequisite: MASS 329. Offered every other year.

MASS 403. MEDIA ETHICS AND LAW.
A study of ethical and legal media issues; the first amendment, freedom of information, libel and slander law, invasion of privacy, etc. Competency: Ethics of Social Responsibility. Offered every other year.

MASS 441. SENIOR VIDEO PROJECT.
Students will originate, script, direct, and edit a television project designed to demonstrate their acquired knowledge and skills of the discipline, their creative abilities, and their technical expertise in state-of-the-art editing. Prerequisites: Senior mass media student and permission of instructor. Competency negotiated. Offered every year.

MASS 442. SENIOR RADIO PROJECT.
Students will originate, script, direct, and edit a radio project designed to demonstrate their acquired knowledge and skills of the discipline, their creative abilities, and their technical expertise in state-of-the-art editing. Students will also produce a minimum of one live musical show per week culminating in a telescoped air check. Prerequisites: Senior mass media student and permission of instructor. Competency negotiated. Offered every year.

MASS 451. RADIO INTERNSHIP.
An off-campus working experience in a radio station. Prerequisites: MASS 329, Senior standing as a Mass Media major with a concentration in radio, a minimum GPA of 3.2 and written permission of instructor. The course is graded Pass/Fail. Competency negotiated. Offered every year.

MASS 453. TELEVISION INTERNSHIP.
An off-campus working experience in a television or video production
facility. Prerequisites: MASS 210, 221, and 329, Senior standing as a Mass Media major with a concentration in television, a minimum GPA of 3.2 and written permission of instructor. The course is graded Pass/Fail. Competency negotiated. Offered every year.

MASS 454. PUBLIC RELATIONS INTERNSHIP.
An off-campus working experience in a public relations office. This course is graded Pass/Fail. Prerequisites: Senior standing as a Mass Media major with a minimum GPA of 3.2 and written permission of the instructor. Competency negotiated. Offered every year.
MATHEMATICS

Mathematics is an essential tool used in most areas of study. In addition to the major and minor in mathematics, we offer a variety of courses to meet the needs of other disciplines.

The mathematics major is designed to meet the needs of students who wish to a) pursue graduate study in the mathematical sciences, b) find mathematics-related employment in business or industry, c) teach mathematics at the secondary level, or d) acquire mathematical tools for use in the physical, social, or life sciences. The Computer Science Concentration described below gives the student majoring in mathematics the chance to add a solid computing component to the program.

Students are also offered an opportunity to minor in mathematics or to design an independent program of study by combining mathematics and any other approved program of study. The required courses for a minor are listed in this section.

The curriculum of the mathematics program is designed to help develop and maintain critical thinking, analytical reading, and public speaking skills. Service learning and community involvement are important components of the curriculum and should be encouraged at every opportunity.

Mathematics Major
CISC 105 Introduction to Problem Solving and Algorithm Development
CISC 110 Introduction to Programming I
CISC 210 Data Structures and Algorithm Analysis
MATH 104 Calculus I
MATH 111 Finite Mathematics
MATH 204 Calculus II
MATH 205 Geometry
MATH 300 Elementary Differential Equations
MATH 301 Abstract Algebra
MATH 304 Calculus III
MATH 350 Linear Algebra
MATH 360 Numerical Analysis
TOTAL: 48 semester hours

NOTE
It is assumed that students planning on a mathematics major come to Tusculum with adequate preparation to enter MATH 104 CALCULUS I. This may be demonstrated in one of two ways 1) achievement of a score greater than 26 on the Math section of the ACT or 2) demonstration to the satisfaction of the instructor of MATH 104 of adequate knowledge and skill. Students lacking adequate preparation as described above should plan to register for MATH 103 TRIGONOMETRY as a prerequisite for MATH 104.
Mathematics Minor
MATH 104 Calculus I
MATH 204 Calculus II
MATH 300 Elementary Differential Equations
MATH 350 Linear Algebra
Choose one of the following:
MATH 103 Trigonometry
MATH 111 Finite Mathematics
MATH 205 Geometry
TOTAL: 20 semester hours

Mathematics Teaching Licensure – Grades 7-12
The following program leads to licensure for teaching Mathematics in grades 7-12 and is comprised of 153 semester hours, as follows:

Major: 48 semester hours
Professional Education: 36 semester hours
General Education: 69 semester hours

Major Curriculum
CISC 105 Problem Solving and Algorithm Development
CISC 110 Introduction to Programming
EDUC 419 Content Area Reading
MATH 104 Calculus I
MATH 111 Finite Mathematics
MATH 204 Calculus II
MATH 205 Geometry
MATH 300 Elementary Differential Equations
MATH 301 Abstract Algebra
MATH 304 Calculus III
MATH 350 Linear Algebra
MATH 360 Numerical Analysis

Professional Education Curriculum
EDUC 200 History, Philosophy and Principles of Education
EDUC 320 Classroom Discipline and Management
HGLN 337 Assessment and Evaluation
EDUC 342 Learning Environments 7-12
EDUC 452 Student Teaching Seminar
EDUC 456 Enhanced Student Teaching (7-12)
SPED 101 Survey of the Regular and Special Populations Within the School Environment

General Education Curriculum
CISC 100 Computer as a Tool
CISC 216 Computer as a Classroom Support System
ENGL 110 Composition and Rhetoric
ENGL 111 Composition, Rhetoric, and Research
EVSC 111 Environmental Science
HIST 101/102 The West and the World I or II
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HIST 125 The People Shall Judge I
HIST 201/202 U.S. History I or II
HUMA 101 Our Lives in Community
MATH 102 College Algebra
MATH 215 Elementary Statistics
PSYC 101 Essentials of Psychology
PSYC 200 Developmental Psychology
PSYC 305 Educational Psychology
RELG 302 Jerusalem
SOCL 101 Principles and Social Institutions
WCMC 105 Public Speaking

Choose one of the following courses:
MUSC 101 Introduction to Western Music
THEA 104 Introduction to Theatre
VISA 110 Introduction to Art

It is assumed that students entering the Mathematics education program will come to college prepared to enter Calculus (MATH 104). Those entering with insufficient high school math background should expect to register for preparatory math courses early in their college career.

Computer Science Concentration
This concentration enhances the mathematics program by adding a strong computer science perspective.
CISC 215 Database Management (4 hours)
CISC 310 Data Communication and Networking (4 hours)
CISC 370 File Processing (4 hours)

and one of the following:
CISC 254 Computer Organization/Assembly Language (4 hours)
CISC 311 Systems Analysis and Logical Design (4 hours)
CISC 350 Special Topics in Languages (4 hours)
CISC 400 Hardware and Software Systems (4 hours)
CISC 410 Operating Systems (4 hours)
TOTAL: 20 semester hours plus the core curriculum

Computer Science Minor
CISC 105 Problem Solving and Algorithm Development
CISC 110 Introduction to Programming I
CISC 210 Data Structures and Algorithm Analysis (3 hours)
CISC 215 Database Management (3 hours)
either CISC 200 Management Information Systems and Systems Analysis or CISC 311 Systems Analysis and Logical Design (4 hours)
and one 300 level CISC course.
TOTAL: 24 semester hours
Please see Computer Information Systems for course descriptions.
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Course Descriptions

MATH 101. BASIC MATHEMATICS.
This course is designed to develop an interest in mathematics and to provide the basic tools for further study of mathematics, starting with a review of arithmetic and proceeding through elementary algebra. Basic descriptive statistics is also included. Competency: Mathematics. Offered every year.

MATH 102/CMNS 102. COLLEGE ALGEBRA.
The course covers college algebra, functions (including polynomial, exponential, and logarithmic) and application to business and the natural, physical, and social sciences. Competency: Mathematics 2a (algebra). Prerequisite: Math 101 or Level 2a Mathematics competency, or ACT Math score of 20 or higher, or permission of instructor. Offered every year.

MATH 103. TRIGONOMETRY.
Trigonometric functions, identities and inverse function; trigonometry of triangles, zeros or higher degree polynomials, and other selected topics in algebra. Competency: Critical Analysis. Prerequisite: ACT Math score of 27 or higher or permission of instructor. Offered every year.

MATH 104. CALCULUS I.
Introduction of calculus including limits, differentiation, integration, and analytic geometry. Applications (both traditional and modern) appear throughout, including examples from geometry, economics, and physics. The graphing, functional, and programming features of graphing calculators will be employed to enhance the understanding and application of calculus. Prerequisite: MATH 103 or greater than 26 on the math part of the ACT or permission of the instructor. Offered every year.

MATH 111. FINITE MATHEMATICS.
This course introduces the student to several of today’s main areas of applications of algebra to represent and solve problems, using technology and manipulatives as appropriate. These include linear models, systems of linear equations, linear programming, probability and counting, matrices, Markov chains, and mathematics of finance. The student will apply some common and less common algorithmic processes to solve families of problems, using mental strategies, technology, paper and pencil, and manipulatives as appropriate to understand and solve problems. As a course project the student will construct a manipulative activity or game for use in the mathematics classroom, write a paper describing how the manipulative activity or game can be used in the mathematics classroom, and present a paper and teach classmates how to use the activity or game in the mathematics classroom. Competency: Critical Analysis. Prerequisite: MATH 102. Offered every other year.
MATH 204. CALCULUS II.
Continuation of differential and integral calculus. Topics include integration, numerical integration, logarithm and exponential functions, Taylor’s theorem, series, conics, and polar coordinates. Calculator lab projects will constitute a portion of the course. Competency: Public Speaking. Prerequisite: MATH 104. Offered every other year.

MATH 205. GEOMETRY.
This course will emphasize proofs and understanding of Euclidean geometry. It will include elementary theory of Euclidean geometry and a brief introduction to non-Euclidean geometry. Competency: Analytical Reading. Prerequisite: MATH 102 or permission of the instructor. Offered every other year.

MATH 215/CMNS 215. ELEMENTARY STATISTICS.
Introduction to descriptive and inferential statistics using both parametric and non-parametric methods. Some of the major areas covered are: measures of central tendencies, measures of dispersion, distributions (such as frequency, normal, binomial, and probability), correlation, regression, and hypothesis testing. Competency: Mathematics 2b (statistics). Prerequisites: MATH 102 or Level 2a Mathematics competency. Offered every year.

MATH 300. ELEMENTARY DIFFERENTIAL EQUATIONS.
Methods of solution, computations, and applications of first order and linear second order differential equations including analysis, programming, and testing of iterative and recursive techniques to solve differential equations numerically. Competency: Ethics of Social Responsibility. Prerequisite: MATH 104. Offered every other year.

MATH 301. ABSTRACT ALGEBRA.
This course in abstract algebra (modern algebra) introduces the abstract concepts of mapping, operation, equivalence, congruence, and divisibility. Rings and integral domains will be discussed briefly, and the fundamental concept of group will be developed thoroughly. Examples (such as permutation and symmetry groups) will be used to illustrate abstract notions (such as subgroup, coset, and isomorphism) as these are developed. The study of abstract ideas of number theory will be enhanced by analyzing concrete examples of abstract ideas. Competency: Self-knowledge. Prerequisite: MATH 104. Offered every other year.

MATH 304. CALCULUS III.
Continuation of differential and integral calculus. Topics include parametric equations, vector geometry, curves and surfaces in space, partial derivatives, and multiple integration. Calculator lab projects will constitute a portion of the course. Competency: Critical Analysis. Prerequisite: MATH 104. Offered every other year.
MATH 350. LINEAR ALGEBRA.
This course includes the study of matrices, determinants, systems of equations, vector spaces, and linear transformations. Competency: Critical Analysis. Prerequisite: MATH 104. Offered every other year.

MATH 360. NUMERICAL ANALYSIS.
This is a course in the theory and applications of numerical analysis. The main topics covered are: iterative solutions of equations, polynomial approximation, numerical integration, initial value problems, iterative methods for solving linear systems, and approximation theory. Several other topics in numerical analysis will be treated briefly. Competency: Civility. Prerequisites: MATH 104 and a programming language course. Offered every other year.

MATH 371. PROBLEM SOLVING METHODS.
Reviewing, investigating, and developing problem solving skills and strategies. Applying these skills to all levels of problems, especially problems from high school mathematics. To use mathematical insights developed in upper-level courses to look at more basic problems involving arithmetic, algebraic manipulations, and applications of polynomial, exponential, and logarithmic functions. Students will apply higher level inductive and deductive reasoning, ability to recognize patterns, and other problem solving strategies to better understand the underlying mathematics in more basic problems. To be offered on demand. Competency: Critical Analysis. Prerequisite: Mathematics 301 or permission of instructor.

MATH 450. INDEPENDENT STUDY IN MATHEMATICS.
A student-initiated request to study some aspect of mathematics not covered in-depth in a regular course. The work will be accomplished under the direction of an advisor and may terminate in a formal paper. Competency: Writing. Prerequisite: MATH 104.
MEDICAL TECHNOLOGY

This is a four-year program, three years of which are completed at Tusculum and the fourth at an approved hospital program; successful completion of both components of the program results in a B.A. degree in Biology from Tusculum and eligibility for the national certification examinations and the State of Tennessee licensure examination. The curriculum of the Medical Technology program is designed to help develop and maintain critical thinking, analytical reading, and public speaking skills. Service learning and community involvement are important components of the curriculum and should be encouraged at every opportunity. While at Tusculum the student is required to complete the following courses within the medical technology specialization area:

BIOL 101 General Biology I
BIOL 102 General Biology II
BIOL 202 Microbiology
BIOL 302 Physiology
BIOL 303 Histology
BIOL 305 Parasitology
BIOL 308 Immunology
BIOL 311 Genetics
BIOL 403 Comparative Anatomy
CHEM 101 General Chemistry I
CHEM 102 General Chemistry II
CHEM 203 Organic Chemistry I
CHEM 204 Organic Chemistry II
CHEM 301 Biochemistry
MATH 215 Elementary Statistics
TOTAL: 60 semester hours
(Please see BIOLOGY, CHEMISTRY, and MATHEMATICS for course descriptions)

Modified Commons requirements for students in the Med-Tech program are: ENGL 110, ENGL 111, EVSC 111, HIST 125, HIST 225, HIST 325, HUMA 101, MATH 102, MATH 215, RELG 302. Not required: SOCI 251 Service Learning.
The Museum Studies Program provides students with the academic training and hands-on experiences to become museum professionals. Students develop an understanding of the important role of museums, and they acquire the skills and knowledge to serve their communities as museum administrators, curators, and educators. As a result of their learning experience, students are prepared to assume positions of responsibility in museums and other not-for-profit organizations. A primary focus of the program is to prepare students to work in museums with a small staff of paid or volunteer professionals. The program also prepares students who choose to continue their professional development at the graduate level.

The Museum Studies Program operates two museums and the College’s archives through which students gain valuable experience. The Doak House Museum, home (ca. 1830) of the College’s co-founder, hosts over 9,000 school children a year. The President Andrew Johnson Museum and Library is located in “Old College.” This 1841 academic building houses personal memorabilia of the Johnson family and the President’s personal library. The Department of Museum Program and Studies also has an active changing exhibition program and out-reach programming.

Courses are designed so that students transferring at the Junior level can complete the major requirement in two years. Students with museum work experience may apply for experiential learning credit in consultation with the Director. Most courses require participation in field trips and attendance at professional conferences.

Courses in the Museum Studies program are taught by Tusculum College faculty and visiting professionals in the field.

**Museum Studies Major**

- BUSN 211 Accounting Principles I
- MUSE 101 Introduction to Museum Studies
- MUSE 201 Curatorial and Collection Management
- MUSE 202 Architecture and Historic Preservation
- MUSE 310 Development of Exhibits
- MUSE 340 Interpretation and Museum Education
- MUSE 401 Seminar on Non-Profit Management
- MUSE 402 Museum Internship (12 semester hours minimum)

**TOTAL:** 40 semester hours (minimum)

**Students in the museum studies program are encouraged to take the following courses as electives:**

- MUSE 320 Archival Management and Conservation
- HIST 322 Modern America
Students in the museum studies program are strongly encouraged to take the following courses in other departments:

MASS 215 Basic Photography
ENGL 327 Professional Writing
HIST 212 The Colonial Era
PSYC 230 The Impact of Gender

A selection of the following courses is recommended to help strengthen the museum studies major, depending on field of interest:

BUSN 210 Principles of Business Administration
BUSN 312 Organizational Behavior
BUSN 322 Principles of Finance
CISC 200 Management Information Systems and Systems Analysis
ENGL 227 Southern Appalachian Literature
ENGL 300 Women in Literature
HIST 201-202 U.S. History Survey I & II
HIST 300 Tennessee in Southern History
HIST 322 Modern America
HIST 323 The Era of the Civil War & Reconstruction
NSCI 100 Physical Science
PSYC 101 Essentials of Psychology

Minor in Museum Studies

TOTAL: 20 hours

A minor in Museum Studies is available to students majoring in History, Visual Arts with a Fine Arts Concentration, and Field Guide Naturalist.

Required courses

MUSE 101 Introduction to Museum Studies
MUSE 201 Curatorial and Collection Management
MUSE 310 Development of Exhibits
MUSE 340 Interpretation and Museum Education

Plus one of the following:

VISA 111 Basic Design
MUSE 202 Architecture and Historical Preservation
MUSE 320 Archival Management and Conservation
MUSE 401 Seminar on Non-Profit Management

Course Descriptions

MUSE 101. INTRODUCTION TO MUSEUM STUDIES.

This introductory survey of the museum profession will cover types of museums and their philosophy, history, functions and goals, responsibilities to the profession and to the public’s continuing education, public perception of museums, and how to win community support. Field trips will
be taken to sites in the area to study various methods of museum operations. Competency: Analytical Reading. Offered every year.

MUSE 201. CURATORIAL AND COLLECTION MANAGEMENT.
The collecting, cataloging, researching, and conserving of two-dimen-
sional and three-dimensional artifacts are basic to all museums and historical societies. The class will study types and use of collection records and the legal aspects and liabilities of collections. A field trip will study various methods of cataloging and collection management. Basic precepts of conservation will be practiced with the completion of a project required. Competency: Analytical Reading. Prerequisite: MUSE 101 or permission of instructor. Offered every other year.

MUSE 202. ARCHITECTURE AND HISTORIC PRESERVATION.
The styles and types of buildings and how they reflect cultural values will be studied. The course will review various methods used to preserve, restore, and maintain the buildings. Field trips will be taken to various buildings in the area to study their historic value and potential for adaptive use. Competency: Critical Analysis. Prerequisite: MUSE 101 or permission of instructor. Offered every other year.

MUSE 310. DEVELOPMENT OF EXHIBITS.
The background, planning, and philosophy for an exhibit area and the development of a storyline for the museum and individual exhibits therein will be examined. The class will explore the many different ways in which an individual artifact may be displayed to illustrate a concept or principle. A project of planning and building a museum exhibit, including the mechanics of labeling and lighting, will be required. Competency: Writing. Prerequisite: MUSE 201 or permission of instructor. Offered every other year.

MUSE 320. ARCHIVAL MANAGEMENT AND CONSERVATION.
This course will introduce the student to archival processing and con-
servation of manuscripts, cataloging and preserving of photographs, and methods of genealogical research. A field trip to study different management technologies will be required. For a project, students will process and preserve historically important papers. Competency: Critical Analysis. Prerequisite: MUSE 201 or permission of instructor.

MUSE 340. INTERPRETATION AND MUSEUM EDUCATION.
The social and cultural life of the region is reflected through the talk and action of its people. This course will formulate plans and implement a program to interpret this culture to present-day audiences, both adult and children, through the use of artifacts and interpreters. A major field trip will be taken to compare various methods of interpretation and various education programs in museums. Competency: Ethics of
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Social Responsibility. Prerequisite: MUSE 310 or permission of instructor. Offered every other year.

MUSE 350. SPECIAL TOPICS.
The purpose of this course is to offer students opportunities to engage in selected study that includes mini-research projects into the actual problems encountered in a museum. This course may be taken for credit multiple times on various topics. Competency: negotiated. Prerequisites: MUSE 101.

MUSE 401. SEMINAR ON NONPROFIT MANAGEMENT.
This survey of museum organization covers policies, ethics, types of authority, relations to the public and supporters, budgets, fund accounting, fund-raising, and long-range planning. The course will explore museum marketing, government relations, and job opportunities in the field. The course will include attendance at a museum association meeting. Competencies: Self-Knowledge and Ethics of Social Responsibility. Prerequisites: MGMT 211 and three courses from the MUSE 200-300 series, or permission of instructor.

MUSE 402. MUSEUM INTERNSHIP. Minimum 12 semester hours.
This internship will be under the guidance of faculty in an actual museum setting, putting into practice all the previous courses and introducing the student to the professional museum world. Content of each internship will be based upon a contractual agreement between the student, the museum, and the Director of Museum Studies. The student’s grade will reflect input from outside evaluators. Competency: Civility. Prerequisites: 3 courses from the MUSE 200-300 series or permission of instructor.

MUSE 450. INDEPENDENT STUDIES – MUSEUM RESEARCH.
This course is designed to give the student advanced experience in research, analysis, and writing about a special project to be used by a museum. Topics or subjects selected governed according to the interests and specialties of faculty and students. Student will meet with faculty periodically to review progress. Competency: negotiated. Prerequisites: at least 12 credit hours in museum studies and permission of the instructor.
**Music**

In addition to the introductory course, MUSC 101, students may choose applied study of guitar, piano, organ, or voice. All students are encouraged to participate in the choral ensembles of the College.

**Course Descriptions—Performing Organizations**

**NOTE**

Students registering for performing organizations receive one semester hour credit for work over an entire semester (Blocks 1-4 or Blocks 5-8). Students may sign up in Block 1 or 5 and will receive their grade in Blocks 4 or 8 respectively. Students will not incur an overload fee for participating in College sponsored performing organizations.

MUSC 190. TUSCULUM COLLEGE CHOIR. 1 semester hour. Offered every semester. The College Choir is open to all students, faculty, and staff with an interest in choral singing. Choral literature from several musical style periods will be studied and performed, as appropriate to the skill level of the ensemble. The Choir performs a Christmas Concert and Spring Concert each year, with additional performances for area churches. The Choir may also tour in spring, depending on the level of performance excellence achieved. No previous musical background is required. Members need only to be able to match pitch. NOTE: a maximum of 8 hours combined credit from MUSC 190, 191, 192 may be applied to graduation. Prerequisite: Permission of instructor.

MUSC 192. TUSCULUM COLLEGE COMMUNITY CHORUS. 1 semester hour. The Tusculum College Community Chorus is open to all adults with an interest in choral singing. No audition is required. The Chorus rehearses two hours each Monday evening and performs a winter and spring concert. NOTE: a maximum of 8 hours combined credit from MUSC 190, 191, 192 may be applied to graduation.

**Course Descriptions—Academic Courses**

MUSC 101. INTRODUCTION TO WESTERN MUSIC. Specific focus on the music of western culture. Primary emphasis on the art music of the last five centuries, with additional coverage of the development of jazz in the past century. Connections will be made between the music and the societies that form its context. A small fee may be required to cover concert admission on field trips.
MUSC 450. INDEPENDENT STUDY. 1-4 semester hours. May be repeated for credit to a maximum of 8 hours. Independent applied or academic work planned by the individual student with the aid and advice of the appropriate instructor. Emphasis on concentrated study in an area of music beyond the realm of the present curriculum. Competency: Critical Analysis. Prerequisite: permission of the instructor.

COURSE DESCRIPTIONS—APPLIED MUSIC

Notes on applied music study:
1. Students registering for performing organizations or applied music courses receive 1 semester hour credit for work over an entire semester (Blocks 1-4 or Blocks 5-8). Students may sign up in Block 1 or 5 and will receive their grade in Block 4 or 8 respectively.
2. Applied music study entails a special fee. See fee section of the catalog. However, no overload fee is incurred for applied music study.
3. A minimum of five hours weekly practice is expected for each credit of registration. Students not willing to practice are advised not to register for applied music credit.
4. For each registration, students will receive twelve 1/2 hour lessons per semester.
5. Students are admitted to organ study upon demonstration of satisfactory piano skills.
6. Only 8 credits in applied music instruction may be applied toward graduation.
7. All applied music study requires permission of instructor.

MUSC 155. GUITAR. 1 semester hour.
MUSC 165. PIANO. 1 semester hour.
MUSC 175. ORGAN. 1 semester hour.
MUSC 185. VOICE. 1 semester hour.
NATURAL SCIENCE

NSCI 100. PHYSICAL SCIENCE.
Course designed to cover basic physics, chemistry, and Earth and space science. Offered every year.

NSCI 421. ELEMENTARY SCIENCE METHODS.
This course is designed for pre-service elementary education majors and will include hands-on teaching methods as well as course content for physical and environmental science. Topics of study will include the scientific method, earth/space science, basic physics and chemistry, and ecological principles and processes. Competency: Critical Analysis. Prerequisites: EDUC 200 and SPED 101. Offered every year.
PHYSICAL EDUCATION

Tusculum College aims at preparing students for employment and/or pursuit of further study at the graduate level in physical education. The mission of the physical education program is to prepare students qualified to seek employment in teaching physical education, coaching sports, recreational leadership, sport management, or wellness related and fitness enhancing fields. The department of physical education offers the following programs to achieve the above goal:

1. Teaching Licensure in Physical Education: Grades K-12
2. Sports Science Major
3. Sport Management Major
4. Coaching Minor
5. Coaching Endorsement

Students majoring in disciplines other than physical education may also seek the Coaching Minor or Coaching Endorsement.

SERVICE PROGRAM:
The department of physical education offers a rich service program of ELECTIVES for students, faculty, staff, and community to achieve physical fitness and wellness and development of sports skills for lifetime participation in leisure time activities. Participants may choose from numerous offerings such as Yoga, aerobics, aquatics, badminton, basketball, bowling, soccer, tennis, tumbling, volleyball, weight-training, etc.

Note: TC students can take an additional one credit hour activity course per semester without paying any extra fee provided the total number of hours does not exceed 17 for that semester.

1. Teaching Licensure in Physical Education Major: Grades K-12 (54 hours required within the major)

Major Area (Physical Education), Professional Education, General Education, and a Specialized Competency requirement within the physical education curriculum comprise this major. The Teaching Licensure major is approved by the Tennessee State Department of Education. The required 159 semester hours for this licensure include 54 semester hours in the Physical Education, 36 semester hours in Professional Education, and 69 semester hours in General Education. A detail of the course work is given below.

The Tennessee State Department of Education recommends that candidates seeking K-12 Physical Education licensure also prepare for licensure in an additional area.
Physical Education Competency Requirements for Teacher Licensure:

A total of thirteen competencies in eight areas must be validated to earn a teaching licensure in physical education. Physical education competencies are built into activity courses (and in one theory course PHED 360) so a grade of “C-” or better indicates validation of the competency. The instructor will identify those students who have major weaknesses in the sport skill or fitness activity and identify opportunities for improvement for the student.

**Major Area Curriculum**

Activity Courses (1 semester hour each.)

I. SAFETY, FIRST AID, AND CPR (1 required)
   PHED 115 Community First Aid, CPR, and Safety

II. PHYSICAL FITNESS (1 required)
   PHED 184 Aerobics
   PHED 185 Cardiovascular Fitness and Training
   PHED 186 Weight Training
   PHED 187 Walking, Jogging, and Running

III. SPORTS SKILLS (6 required)
   A. Indoor Individual and Dual Sports (2 required)
      PHED 173 Racquetball
      PHED 176 Bowling I
      PHED 177 Bowling II
      PHED 178 Badminton
      PHED 179 Table Tennis
   B. Outdoor Individual and Dual Sports (2 required)
      PHED 180 Tennis
      PHED 181 Archery
      PHED 182 Golf
   C. Indoor Team Sports (1 required)
      PHED 125 Volleyball
      PHED 126 Basketball
   D. Outdoor Team Sports (1 required)
      PHED 120 Softball
      PHED 122 Touch and Flag Football
      PHED 124 Soccer

IV. AQUATICS (1 required)
   PHED 160 Scuba Diving
   PHED 161 Beginning Swimming
   PHED 162 Intermediate Swimming
   PHED 163 Advanced Swimming
   PHED 164 Aquatics Safety
   PHED 165 Lifeguard Training

V. RHYTHMS AND DANCE (1 required)
   PHED 170 Rhythms and Dance

VI. TUMBLING AND GYMNASTICS (1 required)
   PHED 175 Tumbling and Gymnastics
VII. OUTDOOR LEISURE ACTIVITIES (1 required)
PHED 189 Roller Skating
PHED 190 Bicycling
PHED 195 Hiking/Backpacking
PHED 196 Canoeing
PHED 197 Horseback Riding
PHED 198 White-Water Rafting
PHED 199 Snow Skiing

VIII. FUNDAMENTAL MOTOR SKILLS (1 required)
The fundamental motor skills competency is offered in the theory course
PHED 360 Curriculum Design and Methods of Teaching Elementary
School Physical Education.

**Physical Education Theory Courses**
(PHED Theory Courses are 3 semester hours each)
PHED 200 Introduction & History of Physical Education & Athletics
PHED 201 Foundations of Physical Fitness and Wellness
PHED 251 Human Anatomy
PHED 252 Human Physiology
PHED 260 Contemporary Health Issues
PHED 270 Adaptive Physical Education
PHED 360 Curriculum and Methods of Teaching Elementary School
Physical Education
PHED 361 Curriculum and Methods of Teaching Secondary School
Physical Education
PHED 370 Measurement and Evaluation in Physical Education
PHED 374 Motor Development
PHED 375 Motor Learning
PHED 380 Kinesiology
PHED 390 Physiology of Exercise
PHED 395 Organization, Administration, and Supervision of Physical
Education and Athletics

**Professional Education Curriculum**
EDUC 200 History, Philosophy, and Principles of Education
EDUC 320 Classroom Discipline and Management
HGLN 341 Learning Environments K-8 or
EDUC 342 Learning Environments K-12
EDUC 452 Orientation to Student Teaching
EDUC 457 Observation and Directed Teaching (K-12)
SPED 101 Survey of the Regular and Special Populations Within the
School Environment

**General Education Curriculum**
CISC 100 Computer as a Tool
CISC 216 Computer as a Classroom Support System
ENGL 110 Composition and Rhetoric
ENGL 111 Composition, Rhetoric and Research
EVSC 111 Environmental Science
HIST 101 or 102 The West and the World I or II
HIST 125 The People Shall Judge I
HIST 201 or 202 U.S. History I or II
HUMA 101 Our Lives in Community
MATH 102 College Algebra
MATH 215 Elementary Statistics
PSYC 101 Essentials of Psychology
PSYC 200 Developmental Psychology
PSYC 305 Educational Psychology
RELG 302 Jerusalem
SOIC 101 Principles and Social Institutions
WCMC 105 Public Speaking

Choose one of the following courses:
MUSC 101 Introduction to Western Music
THEA 104 Introduction to Theatre
VISA 110 Basic Concepts of the Visual Arts

2. Sports Science Major (58 hours required within the major)
Physical Education Competencies in Sports Science:

A total of twelve competencies in seven areas must be validated to earn a degree in Sports Science. Physical education competencies are built into activity courses so a grade of “C-” or better indicates validation of the competency. The instructor will identify those students who have major weaknesses in the sport skill or fitness activity and identify opportunities for improvement for the student.

Activity Courses (1 semester hour each)
I. SAFETY, FIRST AID, AND CPR (1 required)
PHED 115 Community First Aid, CPR, and Safety
II. PHYSICAL FITNESS (1 required)
PHED 184 Aerobics
PHED 185 Cardiovascular Fitness and Training
PHED 186 Weight Training
PHED 187 Walking, Jogging, and Running
III. SPORTS SKILLS (6 required)
A. Indoor Individual and Dual Sports (2 required)
PHED 173 Racquetball
PHED 176 Bowling I
PHED 177 Bowling II
PHED 178 Badminton
PHED 179 Table Tennis
B. Outdoor Individual and Dual Sports (2 required)
PHED 180 Tennis
PHED 181 Archery
PHED 182 Golf
C. Indoor Team Sports (1 required)
PHED 125 Volleyball
PHED 126 Basketball
D. Outdoor Team Sports (1 required)
PHED 120 Softball
PHED 122 Touch and Flag Football
PHED 124 Soccer
IV. AQUATICS (1 required)
PHED 160 Scuba Diving
PHED 161 Beginning Swimming
PHED 162 Intermediate Swimming
PHED 163 Advanced Swimming
PHED 164 Aquatics Safety
PHED 165 Lifeguard Training (3 hours)
V. RHYTHMS AND DANCE (1 required)
PHED 170 Rhythms and Dance
VI. TUMBLING AND GYMNASTICS (1 required)
PHED 175 Tumbling and Gymnastics
VII. OUTDOOR LEISURE ACTIVITIES (1 required)
PHED 189 Roller Skating
PHED 190 Bicycling
PHED 195 Hiking/Backpacking
PHED 196 Canoeing
PHED 197 Horseback Riding
PHED 198 White-Water Rafting
PHED 199 Snow Skiing

**PHED Theory Courses (3 semester hours each)**
PHED 200 Introduction & History of Physical Education & Athletics
PHED 201 Foundations of Physical Fitness and Health
PHED 210 Recreational Leadership
PHED 215 Sports and Society
PHED 251 Human Anatomy
PHED 252 Human Physiology
PHED 260 Contemporary Health Issues
PHED 330 Psychological Dynamics of Sport and Physical Education
PHED 335 Managing Legal Aspects of Sport and Physical Education
PHED 370 Measurement and Evaluation in Physical Education
PHED 375 Motor Learning
PHED 380 Kinesiology
PHED 390 Physiology of Exercise
PHED 395 Organization, Administration, and Supervision of Physical Education and Athletics
ATEP 262 Basic Athletic Training (4 semester hours)

3. Sport Management Major (56 hours required within the major)
   This program combines knowledge and skills required for leaders in athletics, sports, recreation, and fitness. By integrating management
and marketing principles with sport and fitness components, students are prepared for job opportunities in sports management, recreation, athletics, and fitness settings and/or are prepared for graduate studies in sport management.

Physical Education Competency Requirement for Sport Management:
A total of seven competencies in four areas must be validated to earn a degree in sports management. Physical education competencies are built into activity courses so a grade of “C-” or better indicates validation of the competency. The instructor will identify those students who have major weaknesses in the sport skill or fitness activity and identify opportunities for improvement for the student.

**Activity Courses (7 hours required)**
Students are required to take the following courses (1 semester hour each):

I. SAFETY, FIRST AID, AND CPR (1 required)
   PHED 115 Community First Aid, CPR, and Safety

II. PHYSICAL FITNESS (1 required)
   PHED 184 Aerobics
   PHED 185 Cardiovascular Fitness and Training
   PHED 186 Weight Training
   PHED 187 Walking, Jogging, and Running

III. SPORTS SKILLS (4 required)
   A. Indoor Individual and Dual Sports (1 required)
      PHED 173 Racquetball
      PHED 176 Bowling I
      PHED 177 Bowling II
      PHED 178 Badminton
      PHED 179 Table Tennis
   B. Outdoor Individual and Dual Sports (1 required)
      PHED 180 Tennis
      PHED 181 Archery
      PHED 182 Golf
   C. Indoor Team Sports (1 required)
      PHED 125 Volleyball
      PHED 126 Basketball
   D. Outdoor Team Sports (1 required)
      PHED 120 Softball
      PHED 122 Touch and Flag Football
      PHED 124 Soccer

IV. AQUATICS (1 required)
   PHED 160 Scuba Diving
   PHED 161 Beginning Swimming
   PHED 162 Intermediate Swimming
   PHED 163 Advanced Swimming
   PHED 164 Aquatics Safety
   PHED 165 Lifeguard Training (3 hours)
Theory Courses (49 hours required)

PHED 200 Introduction & History of Physical Education & Athletics (3 hours)
PHED 240 Introduction to Sports Management
PHED 210 Recreational Leadership (3 hours)
PHED 215 Sports and Society (3 hours)
PHED 289 Sports Officiating Practicum (1 hour)
PHED 290 Sports Officiating (3 hours)
PHED 330 Psychological Dynamics of Sport and Physical Education (3 hours)
PHED 335 Managing Legal Aspects of Sport and Physical Education (3 hours)
PHED 395 Organization, Administration, and Supervision of Physical Education and Athletics (3 hours)
PHED 451 Sports Management Internship
BUSN 210 Principles of Management
BUSN 211 Accounting Principles I
BUSN 213 Interpersonal Communication in Organizations
BUSN 305 Principles of Marketing
BUSN 322 Principles of Finance

NOTE: The coaching minor and the coaching endorsement may be added to any other program of study at Tusculum College and can provide useful preparation for those who anticipate coaching in the future.

4. Coaching Minor (21 hours are required)

PHED 115 Community First Aid, CPR, and Safety
PHED 289 Sports Officiating Practicum (1 semester hour)
PHED 290 Sports Officiating (3 semester hours)
PHED 330 Psychological Dynamics of Sport and Physical Education (3 semester hours)
PHED 335 Managing Legal Aspects of Sport and Physical Education (3 semester hours)
ATEP 262 Basic Athletic Training
Choose any two of the following (3 semester hours each):
PHED 291 Coaching of Volleyball
PHED 292 Principles of Coaching Football
PHED 293 Coaching of Soccer
PHED 294 Coaching of Basketball
PHED 295 Coaching of Baseball
PHED 296 Coaching of Slow and Fast Pitch Softball
PHED 297 Coaching of Cross Country/Track and Field

5. Coaching Endorsement (11-12 hours required)
The coaching endorsement may be added to any other program of study at Tusculum College. The following courses are required:
PHED 115 Community First Aid, CPR, and Safety
ATEP 262 Basic Athletic Training

Choose any two of the following:

PHED 289/290 Officiating Games and Sports (4 hours total)
PHED 291 Coaching of Volleyball
PHED 292 Principles of Coaching Football
PHED 293 Coaching of Soccer
PHED 294 Coaching of Basketball
PHED 295 Coaching of Baseball
PHED 296 Coaching of Slow and Fast Pitch Softball
PHED 297 Coaching of Cross Country/Track and Field

Course Descriptions: Activity Courses

Activity courses are 1 semester hour each. Activity courses taken for elective credit may be taken pass-fail or graded.

PHED 115. COMMUNITY FIRST AID, CPR, AND SAFETY. 1 semester hour.
Designed to assist the students develop knowledge and skills in First Aid, CPR, and Safety. Red Cross Certification is possible. Offered Blocks 2, 4, and 8 every year.

PHED 120. SOFTBALL. 1 semester hour.
Designed to develop knowledge, skills, and safety measures involved in softball. Offered Block 2, 2004 and 2006.

PHED 122. TOUCH AND FLAG FOOTBALL. 1 semester hour.
Designed to develop knowledge, skills, and safety measures involved in touch and flag football. Offered Block 1, 2004 and 2006.

PHED 124. SOCCER. 1 semester hour.
Designed to develop knowledge, skills, and safety measures involved in soccer. Offered Block 7 every year.

PHED 125. VOLLEYBALL. 1 semester hour.
Designed to develop knowledge, skills, and safety measures involved in volleyball. Offered Block 6, 2005 and 2007.

PHED 126. BASKETBALL. 1 semester hour.
Designed to develop knowledge, skills, and safety measures involved in basketball. Offered Block 5, 2005.

PHED 160. SCUBA DIVING. Fee Required. 1 semester hour.
Prerequisite: Swimming proficiency test and sound health. Designed to prepare students for certification in beginning scuba diving. Offered on demand.
PHED 161. BEGINNING SWIMMING. 1 semester hour. Designed for beginning students who possess little or no deep water skills as well as for students wishing to develop swimming strokes. Students will be provided opportunities to develop aquatic knowledge, safety skills, and American Red Cross swimming strokes. Offered Block 6 every year.

PHED 162. INTERMEDIATE SWIMMING. 1 semester hour. Designed to develop intermediate level knowledge, safety measures, and techniques of American Red Cross swimming strokes. Offered on demand.

PHED 163. ADVANCED SWIMMING. 1 semester hour. Designed for students who possess intermediate swimming skills and wish to attain advanced level skill in American Red Cross swimming strokes. Offered on demand.

PHED 164. AQUATIC SAFETY. 1 semester hour. Designed to prepare students attain the equivalence of the American Red Cross course “Community Water Safety.” Safety skills and swimming strokes will be covered. Offered on demand.

PHED 165. LIFEGUARD TRAINING. 3 semester hours. Prerequisite: Swimming Skills Test. Designed to prepare students to attain American Red Cross Certification in Lifeguarding. Offered Block 7 every year.

PHED 170. RHYTHMS AND DANCE. 1 semester hour. Designed to develop knowledge, safety measures, and skills in various forms of dance and rhythmic activities. Offered Block 3 every year.

PHED 173. RACQUETBALL. 1 semester hour. Designed to develop knowledge, safety measures, and skills in racquetball. Offered Block 5, 2006.

PHED 175. TUMBLING AND GYMNASTICS. 1 semester hour. Designed to develop knowledge, safety measures, and skills in tumbling and gymnastics. Offered Block 3 and 6 every year.

PHED 176. BEGINNING BOWLING. Fee required. 1 semester hour. Designed to develop basic knowledge, safety measures, and skills in bowling. Offered Block 2, 2005.

PHED 177. INTERMEDIATE BOWLING. Fee Required. 1 semester hour. Designed to further develop knowledge, safety measures, and skills at intermediate level of bowling. Offered on demand.
PHED 178. BADMINTON. 1 semester hour.
Designed to develop knowledge, safety measures, and skills of playing badminton. Offered Block 4, 2004 and 2006.

PHED 179. TABLE TENNIS. 1 semester hour.
Designed to develop basic knowledge, safety measures, and skills of playing table tennis. Offered Block 5, 2006.

PHED 180. TENNIS. 1 semester hour.
Designed to develop knowledge, safety measures, and skills of playing tennis. Offered Block 1 and 8 every year.

PHED 181. ARCHERY. 1 semester hour.
Designed to develop knowledge, safety measures, and skills of archery. Offered Block 1, 2005.

PHED 182. GOLF. Fee required. 1 semester hour.
Designed to develop knowledge, safety measures, and skills in golf. Offered Block 2, 2004 and Block 7, 2005.

PHED 184. AEROBICS. 1 semester hour.
Designed to develop knowledge, safety measures, and skills for improving cardiovascular fitness. Offered Block 5 every year.

PHED 185. CARDIOVASCULAR FITNESS AND TRAINING. 1 semester hour.
Prerequisite: No health limitations. Designed to develop knowledge, safety measure, and skills in developing cardiovascular fitness. Offered Block 2, 2005.

PHED 186. WEIGHT TRAINING. 1 semester hour.
Prerequisite: No health limitations. Designed to develop knowledge, safety measures, and skills in weight training. Offered Block 3 every year.

PHED 187. WALKING, JOGGING, AND RUNNING. 1 semester hour.
Designed to develop knowledge, safety measures, and skills in walking, jogging, and running for attaining cardiovascular fitness. Offered Block 2, 2004.

PHED 189. ROLLER SKATING. 1 semester hour.
Designed to develop knowledge, safety measures, and basic skills in roller skating. Offered on demand.

PHED 190. BICYCLING. 1 semester hour.
Designed to develop knowledge, safety measures, and skills in bicycling. Offered Block 8, 2006.
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PHED 195. HIKING and BACKPACKING. 1 semester hour.
Designed to develop knowledge, safety measures, and basic skills in hiking/backpacking. Offered Block 1, 2004 and 2006.

PHED 196. CANOEING. 1 semester hour.
Designed to develop knowledge, safety measures, and skills in canoeing. Offered Block 1, 2005.

PHED 198. WHITEWATER RAFTING. Fee required. 1 semester hour.
Designed to develop knowledge, safety measures, and skills in whitewater rafting. Offered on demand.

PHED 199. SNOW SKIING. Fee required. 1 semester hour.
Designed to develop knowledge, safety measures, and skills in snow skiing. Offered on demand.

Course Descriptions: Theory Courses

PHED 200. INTRODUCTION AND HISTORY OF PHYSICAL EDUCATION AND ATHLETICS. 3 semester hours.
Designed to introduce the students to the historical and philosophical foundations of physical education and athletics and, thus, assist them in developing their own personal philosophy of physical education. Discussion of various professional issues, goals, and principles of physical education is an important part of this course. Competency: Writing. Offered Block 2 and 6 every year.

PHED 201. FOUNDATIONS OF PHYSICAL FITNESS & WELLNESS. 3 semester hours.
Designed to help students develop physical fitness and wellness. Students will also be familiarized with the strategies and methods used in teaching fitness and wellness. Competency: Self-Knowledge. Offered Block 3 and 5 every year.

PHED 206. TEACHING AQUATICS/LIFEGUARD INSTRUCTOR (LGI). 3 semester hours.
Prerequisite: Red Cross Lifeguarding Certification, and a swimming proficiency test. Designed to develop knowledge, safety measures, and skills to teach the Red Cross Lifeguarding course. Students may earn the Red Cross Lifeguard Instructor (LGI) certification. Competency: negotiated. Offered Block 8, 2006.

PHED 207. TEACHING AQUATICS/WATER SAFETY INSTRUCTOR (WSI). 3 semester hours.
Prerequisite: Red Cross First Aid & CPR certification recommended, and a swimming proficiency test. Designed to develop knowledge,
safety measures, and skills in teaching water safety courses. Students may earn the Red Cross Water Safety Instructor certification. Competency: negotiated. Offered Block 8, 2005.

PHED 210. RECREATIONAL LEADERSHIP. 3 semester hours.
Designed to develop knowledge of recreational leadership. Principles, techniques, and essentials of programming are taught. Competency: Civility. Offered Block 7, 2006.

PHED 215. SPORT AND SOCIETY. 3 semester hours.
After successful completion of this course, the student will demonstrate an understanding of 1) the role of sports in the development of society, 2) current social issues in sports, and 3) the role of sport as it influences lifestyle and societal and political change. Competency: Ethics of Social Responsibility. Offered Block 3, 2004 and 2006.

PHED 240. INTRODUCTION TO SPORTS MANAGEMENT. 3 semester hours.
The purpose of this course is to provide an analysis of the body of knowledge associated with pursuing a career in sport management. Students will be introduced to the theoretical and applied foundations of sport management and become aware of the depth of the sport industry.

PHED 244. YOGA SCIENCE, PHILOSOPHY AND PRACTICE. 3 semester hours.
This course is designed to develop students' knowledge of the science and philosophy of yoga and to help them understand how practicing yoga can enhance a person's health and wellness. The course includes practicing asanas and breath harnessing exercises in addition to lectures on science and philosophy of yoga. Any Tusculum College student can take this course as an elective. Competency: Self-Knowledge. Offered Block 7, 2005.

PHED 251. HUMAN ANATOMY. 3 semester hours.
After successful completion of this course, the student will demonstrate knowledge and skill regarding basic structure of the human body. This course is designed to prepare the physical education major for further study of kinesiology and exercise physiology. The course will include both classroom and laboratory work. Competency: Critical Analysis. Offered Block 1 every year.

PHED 252. HUMAN PHYSIOLOGY. 3 semester hours.
Prerequisite: PHED 251. After successful completion of this course, the student will demonstrate knowledge and skill regarding basic function of the human body. This course is designed to prepare the physi-
cal education major for further study of kinesiology and exercise physiology. The course will include both classroom and laboratory work. Competency: Critical Analysis. Offered Block 2 every year.

PHED 260. CONTEMPORARY HEALTH ISSUES. 3 semester hours. Designed to develop knowledge of current personal, school, and social health issues and how they relate to national and international health and wellness. Competency: Writing. Offered Blocks 4 and 8 every year.

PHED 270. ADAPTIVE PHYSICAL EDUCATION. 3 semester hours. Prerequisite: Sophomore standing. Designed to develop knowledge, safety measures, and skill in teaching physical activity and sports skills classes for exceptional students. It includes lecture and laboratory work. Competency: Critical Analysis. Offered Block 5, 2006.

PHED 289. SPORTS OFFICIATING PRACTICUM. 1 semester hour. Prerequisite: Previous or concurrent enrollment in PHED 290. This course is designed to provide students with hands-on supervised experience in sports officiating. The practicum runs throughout an entire semester. PHED 289 may be repeated once for a total of two semester hours by arranging to officiate for different sports in the second registration. Offered every semester.

PHED 290. OFFICIATING OF GAMES AND SPORTS. 3 semester hours. Designed to develop knowledge, safety measures, and skills in officiating various sports. Competency: Ethics of Social Responsibility. Offered Block 5 every year.

PHED 291. COACHING OF VOLLEYBALL. 3 semester hours. Designed to develop knowledge, safety measures, and skills of coaching volleyball. Competency: Writing. Offered on demand.

PHED 292. COACHING OF FOOTBALL. 3 semester hours. Designed to develop knowledge, safety measures, and skills of coaching football. Competency: Public Speaking. Offered on demand.

PHED 293. COACHING OF SOCCER. 3 semester hours. Designed to develop knowledge, safety measures, and skills in coaching soccer. Competency: Public Speaking. Offered Block 3, 2005.

PHED 294. COACHING BASKETBALL. 3 semester hours. Designed to develop knowledge, safety measures, and skills of coaching basketball. Competency: Public Speaking. Offered on demand.

PHED 295. COACHING OF BASEBALL. 3 semester hours. Designed to develop knowledge, safety measures, and skills of coaching baseball. Competency: Public Speaking. Offered on demand.
PHED 296. COACHING OF SLOW/FAST PITCH SOFTBALL. 3 semester hours.
Designed to develop knowledge, safety measures, and skills in coaching slow and fast pitch softball. Competency: Public Speaking. Offered on demand.

PHED 297. COACHING OF CROSS COUNTRY/TRACK & FIELD. 3 semester hours.
Designed to develop knowledge, safety measures, and skills of coaching cross country and track and field. Competency: Public Speaking. Offered Block 3, 2004 and 2006.

PHED 330. PSYCHOLOGICAL DYNAMICS OF SPORT AND PHYSICAL EDUCATION. 3 semester hours.
Prerequisite: Junior standing. This course is designed to develop theoretical knowledge of human psychology for practical implications in the field of sports and physical education. Lab experiences will complement the knowledge gained from lecture classes. Competency: Analytical Reading. Offered Block 2, 2005.

PHED 335. MANAGING LEGAL ASPECTS OF SPORT AND PHYSICAL EDUCATION. 3 semester hours.
Prerequisites: PHED 200 and junior standing. This course is designed to provide the students with knowledge of issues and strategies to manage the legal aspects of their professional lives as coaches, teachers, trainers, sports administrators, and exercise specialists. Competency: Critical analysis. Offered Block 2, 2004 and 2006.

PHED 360. CURRICULUM DESIGN AND TEACHING METHODS FOR ELEMENTARY SCHOOL PHYSICAL EDUCATION. 3 semester hours.
Prerequisite: Must have been admitted to teacher education program and have a junior standing. Designed to provide the prospective teachers with knowledge and experiences of planning and delivering effective instructional programs in movement education at elementary school level. Competency: Self-Knowledge. Offered Block 1 and 7 every year.

PHED 361. CURRICULUM DESIGN AND TEACHING METHODS FOR SECONDARY SCHOOL PHYSICAL EDUCATION. 3 semester hours.
Prerequisite: Must have been admitted to teacher education program and have a junior standing. Designed to provide prospective teachers with knowledge and experiences of planning and delivering effective instructional programs in physical education activities suitable to secondary school settings. Competency: Critical Analysis. Offered Block 4, 2004 and 2006.
PHED 370. MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION. 3 semester hours.
Prerequisite: MATH 215 and junior standing. Designed to develop knowledge and skills of utilizing various instruments in measuring and evaluating physical fitness, motor ability, and performance of sports skills as well as the development of grading techniques. Competency: Critical Analysis. Offered Block 8 every year.

PHED 374. MOTOR DEVELOPMENT. 3 semester hours.
This course is designed to enrich students’ knowledge of how motor skills develop or deteriorate throughout the life span as a result of maturation and aging. This course will prepare students to apply their knowledge of motor development in teaching motor skills in all professional settings, i.e. K-12 schools, community recreation programs, senior citizen centers, etc. It includes lecture and laboratory course work. Competency: Critical Analysis. Offered Block 6, 2005 and 2007.

PHED 375. MOTOR LEARNING. 3 semester hours.
Students attain knowledge of major concepts and principles of motor learning and their application to professional settings. It includes lecture and laboratory course work. Competency: Analytical Reading. Prerequisite: junior standing. Offered Block 6, 2006 and 2008.

PHED 380. KINESIOLOGY. 3 semester hours.
Prerequisite: PHED 251. Designed to develop knowledge and skill in the anatomical and mechanical analysis of human movement. It includes lecture and laboratory course work. Competency: Critical Analysis. Offered Block 6 every year.

PHED 390. PHYSIOLOGY OF EXERCISE. 3 semester hours.
Prerequisite: PHED 252. Designed to study the function of the human body under the stress of exercise. The student will demonstrate skill in planning fitness and sports training programs. The course includes lecture and laboratory work. Competency: Critical Analysis. Offered Block 7 every year.

PHED 395. ORGANIZATION, ADMINISTRATION, AND SUPERVISION OF PHYSICAL EDUCATION AND ATHLETICS. 3 semester hours.
Prerequisite: PHED 200 and junior standing. Designed to provide the students with knowledge of the principles and methods of administration, organization, and supervision of physical education, intramurals, and interscholastic sports programs. Competency: Public Speaking. Offered Block 1 every year.
PHED 400. TEACHING ASSISTANT PRACTICUM. 2 semester hours. Prerequisite: Junior or senior standing in physical education or sports management and written approval of the instructor. Designed to develop class management techniques through learning by doing. Seventy-two clock hours of practicum required. May be taken concurrently with other courses. May be repeated once for credit. Competency: negotiated. Offered every semester.

PHED 401. COACHING ASSISTANT PRACTICUM. 2 semester hours. Prerequisite: Senior standing and written approval of the instructor. Designed to develop coaching techniques through learning by doing. Seventy-two clock hours of practicum required. May be taken concurrently with other courses. May be repeated once for credit. Competency: negotiated. Offered every semester.

PHED 451. INTERNSHIP IN SPORTS MANAGEMENT. Prerequisites: PHED 335, PHED 395, and senior standing as a sports management major. This course is designed to be a supervised culminating experience of 144 clock hours for the sports management major. The student will be placed in an on-campus or off-campus sports management setting and be supervised by faculty in the physical education department. Competency: negotiated. Offered every semester.
Charges may be placed on the student’s account for laboratory equipment broken or damaged as a result of student negligence.

**COURSE DESCRIPTIONS**

**PHYS 101-102. GENERAL PHYSICS I and II.**
Survey course in general concepts of physics, including mechanics, heat, electricity, magnetism, optics, and introductory modern physics. This is a continuation course that is offered over two consecutive blocks. Competency: Public Speaking. Prerequisites: MATH 102 or permission of the instructor. Offered every other year.
POLITICAL SCIENCE AND PRE-LAW

The major and minor programs in Political Science constitute the most specific accompaniment to the Commons courses that educate for citizenship of the options available. The analytical rigor involved in Political Science courses makes these programs a good choice for a student who has not yet clarified his/her life-long occupational goals but who seeks to hone her/his abilities to think both broadly and critically and to learn to express complex views both orally and in written form. And these programs provide specific preparation for students already focused on careers in government or the teaching of the social sciences or who plan to undertake further study as a prelude to public involvement as an attorney, a civil servant, or a community leader.

Political Science Major
Students majoring in Political Science are required to complete ten courses (40 hours) in Political Science, including POLS 203 (American Government), POLS 205 (Comparative Government), POLS 209 (World Politics), POLS 375 (Origins of the Civic Republican Tradition) and either POLS 325 (Constitutional Interpretation) or POLS 335 (Civil Rights and Liberties). BUSN 201 (Principles of Economics I) is an allied field requirement.

POLS 203 American Government
POLS 205 Comparative Government
POLS 209 World Politics: Current Events and their Roots in the Past
POLS 325 or 335 Constitutional Interpretation/Civil Rights and Liberties
POLS 375 Origins of the Civic Republican Tradition
BUSN 201 Principles of Economics I

Choose five additional courses, including either
POLS 360 American Foreign Policy or
POLS 446 International Law

and at least two of the following:
POLS 207 State and Local Government
POLS 310 The Presidency and Public Policy
POLS 315 Congress and Public Policy
POLS 325 Constitutional Interpretation OR
POLS 335 Civil Rights and Liberties
POLS 420 Political Behavior
Other acceptable courses (may select only one):
POLS 350 Special Topics
POLS 451 Internship
POLS 452 Government Internship
Political Science Minor
POLS 203 American Government
POLS 209 World Politics: Current Events and Their Roots in the Past
POLS 325 or 335 Constitutional Interpretation/Civil Rights and Liberties
and any two of the following courses in Political Science:
POLS 205 Comparative Government
POLS 207 State and Local Government
POLS 310 The Presidency and Public Policy
POLS 315 Congress and Public Policy
POLS 420 Political Behavior

Independent Major
Students interested in doing so may design an independent major combining Political Science with courses from related areas (e.g. History, Business, Psychology etc.). Detailed requirements for an independent major can be found in the section titled “Independent Program of Study” that appears in the Academic Policies section of the catalog.

Political Science Internships
For students whose program of study and intended career objective would benefit from the practical experience that an internship would provide, internships in local offices of federal, state and local governments may be available. Internship credit does not normally count towards the 10 courses required for the major or the 5 courses for the minor, but a one course exception may be granted upon petition to the Department Chair.

Pre-Law
While law schools have no officially preferred undergraduate major, Political Science, particularly as taught at Tusculum, is the major that is most involved in the study of law and its context in the Western and American traditions. Students interested in law school should consult with the College’s Pre-Law Advisor, regardless of their choice of a major, for suggestions on specific courses to take to best prepare them for their law school experience.

Course Descriptions

POLS 203. AMERICAN GOVERNMENT.
The formation and development of the national government, its structure and powers, and its relationship to state and local governments. Offered every year. Competencies: Analytical Reading, Critical Analysis.

POLS 205. COMPARATIVE GOVERNMENT.
An examination of the ways in which different peoples govern themselves and cope with the forces of globalization. Prerequisite: POLS 203.
Competencies: Critical Analysis and Ethics of Social Responsibility. Offered every other year.

**POLS 207. STATE AND LOCAL GOVERNMENT.**
The organization and operation of state, county, city, and other local units of government. Special attention to Tennessee government. Prerequisite: POLS 203. Competencies: Analytical Reading and Writing. Offered every third year.

**POLS 209. WORLD POLITICS: CURRENT EVENTS AND THEIR ROOTS IN THE PAST.**
An examination of key elements of today’s world such as terrorism and the challenges to sovereignty in the context of historical aspects of the international system such as balance of power politics, nationalism and the role of ideologies. Competencies: Critical Analysis and Writing. Offered every other year.

**POLS 310. THE PRESIDENCY AND PUBLIC POLICY.**
A study of the role of the Chief Executive in the American governmental system with an emphasis on his role in making public policy and the nature of the relationships that have emerged with the other branches of government. Prerequisite: POLS 203. Competencies: Critical Analysis and Ethics of Social Responsibility. Offered every third year.

**POLS 315. CONGRESS AND PUBLIC POLICY.**
A study of the institutional structure and operation of Congress, the politics of public policy, and executive-legislative relations. Prerequisite: POLS 203. Competencies: Critical Analysis and Writing. Offered every third year.

**POLS 325. CONSTITUTIONAL INTERPRETATION.**
The nature and development of constitutional law with emphasis on modes of constitutional interpretation and the place of the Supreme Court within the American political system. Prerequisite: POLS 203. Competencies: Analytical Reading and Critical Analysis. Offered every other year.

**POLS 335. CIVIL RIGHTS AND LIBERTIES.**
An examination of selected issues in civil rights and liberties. Topics may include due process, free speech, religious liberty, the establishment clause, the right to bear arms, property rights and voting rights. Prerequisite: POLS 203. Competencies: Critical Analysis and Ethics of Social Responsibility. Offered every year.

**POLS 350. SPECIAL TOPICS.**
(Maximum of four hours for independent majors. Not available for minors in Political Science). A flexible course, with advanced formal
research requirements intended to serve as an instrument for examining topics in Political Science or American political history of interest to students and faculty. Emphasis on readings, research, and intensive study, with expectations of writing requirements of higher level. Available to students having major in History or independent major in Political Science or Pre-Law. Prerequisites: POLS 203, POLS 205, POLS 207, CMNS 225; and junior or senior standing. Offered on demand.

POLS 360. AMERICAN FOREIGN POLICY.
A study of the topic that begins with an examination of the various sources of our traditional policy of isolationism, proceeds to examine the purposes and methods of pursuing our national goals with respect to the rest of the world in the post-World War II era and concludes with an analysis of the choices open to the United States as the world’s pre-eminent power at the beginning of the 21st Century. Competencies: Critical Analysis and Ethics of Social Responsibility. Offered every third year.

POLS 375. ORIGINS OF THE CIVIC REPUBLICAN TRADITION.
Examines the political ideas of Plato, Aristotle and Cicero as coherent systems in their right, but also as reactions to the history of the political conflicts of their era. Prerequisite: HIST 325, or permission of the instructor. Competencies: Analytical Reading and Ethics of Social Responsibility. Offered every other year.

POLS 420. POLITICAL BEHAVIOR.
A broad survey of political behavior in America. Topics may include political parties, elections, direct political action, mass media, and interest groups. Prerequisite: POLS 203. Competencies: Analytical Reading and Critical Analysis. Offered every third year.

POLS 446. INTERNATIONAL LAW.
The origin, development, and principles of international law and the place of law in the international community. Prerequisite: POLS 203 or permission of the instructor. Competencies: Analytical Reading and Critical Analysis. Offered every third year.

POLS 451. INTERNSHIP. 1-12 semester hours, maximum of 12 hours.
A work study internship with a private non-governmental agency, such as a law firm or social service agency, that enhances student understanding of government service or the legal profession. Limited to students in the social sciences or pre-law students. Prerequisites: Junior or senior standing, POLS 203. Competencies: Self-knowledge and Civility. Offered on demand.
POL5452. GOVERNMENT INTERNSHIP. 1-16 hours, maximum of 16 hours. A work study internship with a national, state, or local unit of government that allows the student to gain firsthand experience with government or government-related operations. Limited to students majoring in disciplines with a specific relationship to the enterprise of government. Prerequisites: Junior or senior standing, POLS 203. Competencies: Self-knowledge and Civility. Offered on demand.
PRE-PROFESSIONAL PROGRAMS
Please see HISTORY AND POLITICAL SCIENCE for Pre-Law Studies.
Medical Pre-Professional

The medical pre-professional program is designed for students preparing for graduate or professional schools in the fields of medicine, veterinary medicine, biomedical science, forensic science, dentistry, optometry, physical therapy, or pharmacy. Students obtaining a Bachelor of Arts degree in Medical Pre-Professional generally intend to attend a medical or veterinary medical, graduate, or specialty school after graduation from Tusculum College. Upon completion of their postgraduate work, these students enter careers as doctors, veterinarians, optometrists, dentists, pharmacists, physical therapists, or scientists.

The interdisciplinary curriculum of the Medical Pre-Professional program emphasizes fundamental understanding of biology, chemistry, and physics. The primary focus is on vertebrate systems, particularly those of humans and other mammals. Undergraduate research is encouraged at Tusculum College, and opportunities exist for students to perform and report on original experiments. Internship opportunities are available to help students obtain the practical experience needed to make informed career decisions and prepare for graduate or professional school. The curriculum is designed to help develop and maintain critical thinking, analytical reading, writing, and public speaking skills. Service learning and community involvement are important components of the curriculum at every opportunity.

BIOL 101 General Biology I
BIOL 102 General Biology II
BIOL 202 Microbiology
BIOL 302 Physiology
BIOL 303 Histology
BIOL 305 Parasitology
BIOL 308 Immunology
BIOL 311 Genetics
BIOL 402 Embryology
BIOL 403 Comparative Anatomy
CHEM 101 General Chemistry I
CHEM 102 General Chemistry II
CHEM 203 Organic Chemistry I
CHEM 204 Organic Chemistry II
PHYS 101 General Physics I
PHYS 102 General Physics II
Total: 64 semester hours

(Please see Biology, Chemistry, and Physics for course descriptions. Although not required for the B.A., many professional schools also require study in biochemistry, calculus, and English composition.)
PRE-PHARMACY

In this five-year program, three years are completed at Tusculum and the fourth and fifth years completed at Campbell University. Successful completion of both components and licensure as a pharmacist results in a B.A. in Biology from Tusculum. While at Tusculum students are required to complete the following courses:

English Composition, 8 hours, Tusculum Course Numbers ENGL 110, 111

Religion, 4 hours, Tusculum Course Number RELG 302

Humanities, 8 hours (for example: Literature, Philosophy, Music, Art, Theater, Foreign Language), Tusculum Course Numbers HUMA 101, ENGL 213, 214, 223, 224, or 225; VISA 110; THEA 104; MUSIC 101

Social Sciences, 8 hours (for example: History, Political Science, Psychology, or Sociology), Tusculum Course Numbers HIST 125 and 225, or PSYC 101

Economics or Accounting, 2 hours (selected courses in health may also be considered), Tusculum Course Numbers (any two), BUSN 201 or 211, PHED 184, 185, 186, or 187

Math 8 hours, Tusculum Course Numbers MATH 104 Calculus and MATH 215 Statistics

Physics, 4 hours (Physics may be algebra based and/or for health professional majors) Tusculum Course Number PHYS 101

General Chemistry, 8 hours, Tusculum Course Numbers CHEM 101, 102

Organic Chemistry, 8 hours, Tusculum Course Numbers CHEM 203, 204

Biological Sciences, 12 hours (more than 12 hours is strongly recommended; recommended are General Biology, Anatomy & Physiology, Microbiology; also appropriate are Cell Biology, Genetics, Immunology, Medical Terminology, and Biochemistry), Tusculum Course Numbers BIOL 101, 102, 201, 202, or 308

Electives, 8 hours (Suggested are Computer Science, Pharmaceutical Sciences, or any advanced biology or chemistry courses. Also, certain business electives may be used to meet the requirements of the joint Pharm.D./MBA option), Tusculum Course Numbers CHEM 301, Computer Science

Minimum Total: 74 semester hours

The curriculum of the Prepharmacy program is designed to help develop and maintain critical thinking, analytical reading, writing, and public speaking skills. Service-learning and community involvement are important components of the curriculum and should be encouraged at every opportunity.
PSYCHOLOGY

This major provides students with a broad exposure to the field of psychology while encouraging the development of the Civic Arts that characterize the Tusculum College curriculum. The program strongly emphasizes the integration of classroom knowledge with real-life applications. We also emphasize the role of empiricism in psychology; that is, students come to understand how theories are supported by data gathering and experimental evidence, and they develop critical thinking skills to evaluate research contributions to the field.

Majors in psychology at Tusculum may be planning graduate study in research-oriented programs, or they may be seeking to build the skills and knowledge to work at a Bachelor’s level. A wide range of courses is offered, covering current emphases in psychology as well as traditional topics. In addition, students can work in an agency setting during an internship that builds job-related skills, and they have the option of conducting an independent research project under the direction of a faculty member. For those with special interests, independent study may be arranged in areas not covered by a scheduled course.

There is an active group of psychology majors on this campus. Psychology majors have a number of opportunities to participate in special activities, including class trips to courtrooms and residential treatment centers, participation in the Southeastern Psychological Association annual meeting, and cross-cultural experiences in the southern United States.

Psychology majors are provided with advice on job searches and graduate school preparation. Our graduates go to work at mental health centers, social service programs, or other jobs related to the major, or continue their education at graduate schools.

The psychology program is closely connected with the teacher education major; education students take at least two psychology courses as part of their major, education majors seeking a minor in psychology take five psychology courses in addition to the ones required by the education program and students seeking secondary licensure in psychology will take five psychology courses in addition to their general and professional education courses.

Psychology Department Retention Standard
Starting with the fall 2004 class, all psychology majors must have a major grade point average of 2.5 or better by the end of their third course that applies to the major to be retained in the Psychology Program; thereafter, majors’ GPA’s will be reviewed every second semester. Exceptions to this policy may be made at the discretion of the Psychology Department.
Psychology Major
PSYC 101 Essentials of Psychology
PSYC 200 Developmental Psychology
PSYC 205 Theories of Personality
PSYC 220 Abnormal Psychology
PSYC 221 Social Psychology
PSYC 310 Introduction to Research Methodology & Experimentation
PSYC 315 Cognition
PSYC 331 Introduction to Psychotherapy & Counseling or
PSYC 335 Introduction to Behavior Change Techniques
PSYC 345 Physiological Psychology
PSYC 400 Senior Seminar
PSYC 415 Theories & Systems of Psychology
TOTAL: 44 semester hours

Psychology-Teaching Licensure—Grades 9-12
The following program leads to licensure with an endorsement in Psychology, for teaching grades 9-12. The program is comprised of 149 semester hours, as follows:
Major ...........................................40 hours
Professional Education...............36 hours
General Education.....................73 hours

Major Curriculum
EDUC 419 Content Area Reading
PSYC 205 Theories of Personality
PSYC 220 Abnormal Personality
PSYC 221 Social Psychology
PSYC 310 Introduction to Research Methods & Experimentation
PSYC 315 Cognition
PSYC 345 Physiological Psychology
PSYC 400 Senior Seminar
PSYC 415 Theories and Systems of Psychology
Choose one of the following:
PSYC 331 Introduction to Psychotherapy & Counseling
PSYC 335 Introduction to Behavioral Change Techniques

Professional Education Curriculum
EDUC 200 History and Philosophy of Education
EDUC 320 Classroom Discipline and Management
HGLN 337 Assessment and Evaluation
EDUC 342 Learning Environments 7-12
EDUC 452 Student Teaching Seminar
EDUC 456 Enhanced Student Teaching: Secondary (12 hours)
SPED 101 Survey of the Regular and Special Populations Within the School Environment
General Education (73 hours)
CICS 100 Computers as a Tool
CISC 216 Computers as a Classroom Support System
ENGL 110 Composition and Rhetoric
ENGL 111 Composition, Research, and Rhetoric
EVSC 111 Environmental Science
GEOG 200 Introduction to Geography
HIST 101/2 The West & the World I or II
HIST 125 The People Shall Judge I
HIST 201/2 U.S. History Survey I and II
HUMA 101 Our Lives in Community
MATH 102 College Algebra
MATH 215 Elementary Statistics
PSYC 101 Essentials of Psychology
PSYC 200 Developmental Psychology I
PSYC 305 Educational Psychology
RELG 302 Jerusalem
SOCI 101 Principles and Social Institutions
WCMC 105 Public Speaking

Choose one of the following:
MUSC 101 Introduction to Western Music
THEA 104 Introduction to Theatre
VISA 110 Introduction to Art

Psychology Minor
The minor in Psychology requires the completion of five psychology courses.
PSYC 101 Essentials of Psychology
PSYC 200 Developmental Psychology
PSYC 205 Theories of Personality
PSYC 221 Social Psychology

Choose any one of the following:
PSYC 215 Cross Cultural Psychology
PSYC 220 Abnormal Psychology
PSYC 230 Impact of Gender
PSYC 231 Psychology and the Law
PSYC 300 Special Topics
PSYC 315 Cognition
PSYC 345 Physiological Psychology
TOTAL: 20 semester hours

Course Descriptions

PSYC 101. ESSENTIALS OF PSYCHOLOGY.
The course introduces the student to the field of psychology by concentrating on the basic methods of research; growth and development;
perceptual processes and cognition; motivation and emotion; and mental health problems and therapeutic solutions. Competency: Analytical Reading. Offered every year.

PSYC 200. DEVELOPMENTAL PSYCHOLOGY.
This course provides an introduction to human development, with emphasis on the period from birth through adolescence. Physical, cognitive, language, and social-emotional development will be covered. Specific topics include the impact of the family, peers, and schooling, and the influence of early experiences on cognitive and social-psychological development. Current patterns of adult development and myths about aging will be explored. Competency: Writing. Prerequisite: PSYC 101. Offered every year.

PSYC 205. THEORIES OF PERSONALITY.
Students will closely examine a number of personality theories that are representative of the various paradigms within the field of psychology. The lives of the theorists as well as the evolution of their ideas will be traced; their contributions, both theoretical and applied, will be evaluated. Emphasis will be on reading and analysis of original theoretical and applied writings. Competency: Analytical Reading. Prerequisite: PSYC 200. Offered every year.

PSYC 210. ADULTHOOD AND AGING.
This course will examine adult development and aging in detail, with emphasis on recent studies in this area. Traditional views of physical, cognitive, and psycho-social development will be compared with the realities of adult lifestyles in the present society. The field of gerontology (study of older adults) will be investigated in detail, with emphasis on the many dilemmas facing society as the proportion of older adults increases dramatically, and the impact of terminal illness will be considered. The course will include exercises to assist students in developing a scientific approach and in integrating course material with their expectations for the future. Competency: Public Speaking. Prerequisite: PSYC 200.

PSYC 215. CROSS CULTURAL PSYCHOLOGY.
In this course students will explore the diversity of human psychological functioning across cultures. Students will develop a sensitivity to cultural differences in a wide range of areas such as child-rearing, gender roles, achievement orientations, perceptions of time, space, and the environment, definitions of mental illness, expressions of pain and grief, and personal comfort zones. The course will focus on both foreign cultures and minorities within the United States. Cross-cultural research issues will be explored. Competency: Civility. Prerequisites: PSYC 101, one other Psychology course, and permission of instructor. Offered every other year.
PSYC 220. ABNORMAL PSYCHOLOGY.
This course will introduce students to the field of abnormal psychology through an examination of behavioral, cognitive, and physical symptoms that distinguish the various disorders. The biological and behavioral antecedents to abnormal psychological conditions will be examined, with emphasis on the impact of interacting biological and environmental factors. Competency: Ethics of Social Responsibility. Prerequisite: PSYC 205 or permission of the instructor. Offered every year.

PSYC 221. SOCIAL PSYCHOLOGY.
This course will examine how individuals think about, influence, and relate to one another, and the impact of social situations on the individual. Students will gain an understanding of: the relationships between attitudes and behavior; how we explain our own and others’ behavior; cultural influences on behavior; why we conform with others’ expectations and how we can resist social pressure; the roots of aggression, altruism and prejudice; and the development of attraction and love. Throughout the course, theoretical information will be applied to situations and dilemmas in our current society. Students will be encouraged not only to develop a scientific approach to their thinking about social situations but also to recognize the influence of cultural and personal values in all scientific inquiry. Competency: Ethics of Social Responsibility. Prerequisite: PSYC 101.

PSYC 230. THE IMPACT OF GENDER.
In the 1990s, women and men in American society face a multitude of issues that impact their citizenship roles. A number of these issues are influenced by the gender roles that have been historically assigned to females and males. This class will explore the biological and historical roots of our gender roles and the extent to which these roles impact our behaviors in our personal as well as our public lives. Competency: Public Speaking.

PSYC 231. PSYCHOLOGY AND THE LAW.
This course will examine the law primarily from a psychological perspective, concentrating on the behaviors of individuals and how individual characteristics interact with the legal environment. Students will review landmark court decisions, research reports, and other noteworthy documents and will be encouraged to view themselves as participants in the legal system by virtue of their membership in this society. Specific topics to be covered will include theories of criminal behavior, the role of the police, eyewitness testimony, evaluation of suspects, changing definitions of competence and insanity, jury selection and deliberation, and the sentencing process. Emerging trends in law and law enforcement encompassing psychological principles will also be
examined. Competency: Critical Analysis. Prerequisite: PSYC 101. Offered every other year.

PSYC 300. SPECIAL TOPICS.
This course provides intensive study of a selected topic in psychology. Topics will be chosen by the instructor and may include areas of investigation such as learning, psychopharmacology, health psychology, Eastern approaches, marriage and family, etc. Competency: negotiated. Prerequisite: PSYC 101 or permission of instructor.

PSYC 305. EDUCATIONAL PSYCHOLOGY.
This course examines the application of psychological science to learning and cognitive approaches to teaching. The issues of development, cognition, learning, and motivation will be covered in relationship to the teaching process. Classroom management techniques and effective teaching strategies will also be covered. Competency: Self-Knowledge. Prerequisite: PSYC 200; for Education students: EDUC 200. Offered every year.

PSYC 310. INTRODUCTION TO RESEARCH METHODOLOGY AND EXPERIMENTATION.
Students will examine current research methodology and experimental procedures that characterize the field of psychology. In order to have a working understanding of research and experimentation, emphasis will be on students devising and evaluating their own research efforts. The ethical issues surrounding today’s research techniques will also be highlighted. Competency: Critical Analysis. Prerequisites: PSYC 101, MATH 215, two additional PSYC courses, and/or permission of instructor. Offered every year.

PSYC 315. COGNITION.
Students will examine the processes of human thinking and how they relate to behavior. Among the topics to be covered are: information processing approaches; perception and attention; memory; the ways in which knowledge is represented and organized; and complex cognitive skills such as language, problem solving, and creativity. The class will combine lecture, student presentations, and experiential learning activities, all of which will emphasize a research-based, empirical approach to this area of human functioning. We will also consider real-world applications of the newest findings. Competency: Analytical Reading. Prerequisites: At least three other psychology courses. Offered every other year.

PSYC 331. INTRODUCTION TO PSYCHOTHERAPY AND COUNSELING.
The principles and procedures of psychotherapeutic and counseling approaches will be studied and practiced in this course. Students will
gain practical experience while dealing with issues such as establishing client rapport and selecting appropriate therapeutic techniques. Both individual and group approaches will be examined. Competency: Critical Analysis. Prerequisite: PSYC 220 or permission of instructor. Offered every other year.

PSYC 335. INTRODUCTION TO BEHAVIOR CHANGE TECHNIQUES. The principles and procedures of behavior change will be examined and practiced in this course. Behavioral techniques will be covered from both a direct client service model and a consultation model. Emphasis will be upon the selection and definition of target behaviors and the development of appropriate interventions. Competency: Critical Analysis. Prerequisite: PSYC 220 or permission of instructor. Offered every other year.

PSYC 345. BIOLOGICAL FOUNDATIONS OF BEHAVIOR. This course will provide students with a general introduction to the underlying biological principles and mechanisms which give rise to complex human cognitive and emotional behavior. Some of the topics covered include the anatomical structure of nerve cells and how they communicate, properties of brain organization and function, processing in sensory and motor systems, biological rhythms, motivated behavior, the effects of psychotropic medications, and neural and hormonal influences on health and emotion. Competency: Writing. Prerequisite: At least three other psychology courses. Offered every year.

PSYC 350. INDEPENDENT RESEARCH. This course is designed specifically for those students who are interested in pursuing research of their own choosing. Each student will work on a one-to-one basis with a professor on the design, implementation, and reporting of an original research project. Students also will meet in small groups to discuss research designs and dilemmas. This course is highly recommended for those interested in future research activities such as those required by some graduate programs. The course may be repeated once, with a different research question, for a total of 8 semester hours. An opportunity for students to present their research will be extended each year. Competency: Writing. Prerequisites: PSYC 310 and consent of the instructor. Offered every year.

PSYC 400. SENIOR SEMINAR. Required for all senior psychology majors, this course will help students to consolidate their course work in the major and explore options for employment or further study beyond graduation. Through individual student presentations and discussion, major themes and concepts of the subfields of psychology will be reviewed. Students also will learn about the employment and the graduate school application. Competency: Self-Knowledge. Prerequisite: Senior standing. Offered every year.
PSYC 415. THEORIES AND SYSTEMS OF PSYCHOLOGY.
This course provides students an overview of the historical development of the field of psychology. Through lectures, readings, and interactive exchanges, students will examine the social, philosophical, and scientific trends that influenced the development of various theories and approaches. In addition, students will evaluate the impact and contributions of these approaches to the field. Competency: Analytical Reading. Prerequisites: Junior or Senior standing in psychology program. Offered every other year.

PSYC 450. INDEPENDENT STUDY. 1-4 semester hours.
Under the guidance of a psychology faculty member, the student plans and carries out an independent exploration of a topic not covered in the regular curriculum. Study generally will consist of a review of literature in a specific area but also may involve data analysis or exploratory research in the field. (This course is distinguished from Psychology 350 in that a complete research project is not carried out.) In most cases, the student will be expected to produce a comprehensive paper on his or her topic as part of the course requirements. The course may be repeated once on a different topic, for a maximum of 8 semester hours. Competency: Analytical Reading. Prerequisite: Consent of the instructor. Offered on demand.

PSYC 490. PSYCHOLOGY INTERNSHIP. 1-4 semester hours.
Students gain experience in the field of psychology by providing service in a mental health or human service related organization, under the guidance of a qualified site supervisor and a professor. Attempts are made to tailor placements to students’ interests and learning needs while maximizing their service contributions to the community. Competency: Ethics of Social Responsibility. Prerequisites: PSYC 331 or 335 and consent of the instructor. Offered every year.
Religious studies is a very important part of each student’s academic preparation at Tusculum College. Students who have an interest in Religious Studies beyond the required course (RELG 302 Jerusalem), may elect to complete a minor. A student planning to minor in Religious Studies should consult with the faculty in Religious Studies to determine which courses will be of assistance, especially in the case when graduate school or seminary may be in mind.

Religious Studies Minor
RELG 101 Old Testament
RELG 102 New Testament
RELG 208 Sex, Marriage and Family or RELG 201 World Religions
Choose one 200 level religion course and one 300 or 400 level religion course.
TOTAL: 20 semester hours

Course Descriptions

RELG 101. OLD TESTAMENT LITERATURE: LIFE, DEATH & THE AFTERLIFE.
An exploration of the rich literature and theology in the Hebraic scripture, beginning with creation and then focusing on the biblical view of life, death, and life after death. Competency: Self-Knowledge. Offered every other year. Required of religion minors.

RELG 102. NEW TESTAMENT: LIFE, DEATH & THE AFTERLIFE.
The exploration of such themes as death and dying, resurrection, and the meaning of life itself in the gospels and Paul’s epistles. Competency: Self-Knowledge. Offered every other year. Required of religion minors.

RELG 201. WORLD RELIGIONS.
An introduction to the beliefs, practices, and underlying spiritual values of the major religions of the world, including Buddhism, Hinduism, Confucianism, Judaism, Christianity, and Islam. Field trips to temples, a Greek Orthodox cathedral, and other religiously related institutions will be included. Competency: Public Speaking.

RELG 203. RELIGION IN AMERICA.
This course will analyze and observe the beliefs, rituals, and practices of religious groups in America thereby enabling the student to appreciate the varieties of religious experiences and the significance of religious experience among Americans. Field trips to churches, synagogues, and other church-related institutions will be included. Competency: Writing.
RELG 206. AMERICAN CIVIL RELIGION.
We will look seriously at the religious system that exists alongside organized religion with a theology (creed), an ethic, and a set of rituals and other identifiable symbols related to the political state. We will examine the rhetoric in presidential inaugural addresses to find references to God. What is the role of the citizen in the issue of “keeping” prayer in public schools? How can individuals bring about effective social change (i.e., keeping church and state separate in order to preserve individual freedom)? Competency: Critical Analysis.

RELG 208. SEX, MARRIAGE, AND FAMILY: THEOLOGICAL CONSIDERATIONS.
An exploration of such issues as premarital and extramarital sex, homosexuality, single parenting, genetic engineering, divorce, and traditional and non-traditional families. These issues will be examined historically and theologically with a particular emphasis placed on how individuals as well as the community are affected. Christian and secular positions will be compared. Competency: Self-Knowledge.

RELG 210. AFRO-AMERICAN RELIGIOUS AND SOCIAL MOVEMENTS.
A historical study of the leadership, dynamics, and milieu of Afro-American religious and social leadership including the Civil Rights movement and Martin Luther King, Jr. We will look at the Black religious experience as a response to suffering, a way of living, and an understanding of God. Competency: Ethics of Social Responsibility.

RELG 224. WAR AND PEACE STUDIES.
A study of the scientific and technological discoveries and events that led up to the first nuclear explosion, the historic conflict between the U.S. and other nations that led to the Arms Race, and nuclear stockpiling as well as efforts toward peace. The Just-War Theory and current attempts to prevent a holocaust will be considered. Students will be challenged to influence the legislature and their own religious communities to promote peace. Competency: Ethics of Social Responsibility.

RELG 301. NEW AGE SPIRITUALITY AND THE CULTS.
An analysis of cultic Christianity as well as expressions of Eastern religious thought as currently manifested in the American subculture. Comparisons will be drawn between these new religious movements and traditional Judeo-Christian thought. Competency: Critical Analysis.

RELG 302/CMNS 302. JERUSALEM.
This course examines Jesus and his teachings in their historical setting, taking into account the social context and the prophetic tradition of which he was a continuation. In studying Jesus’ prophetic voice, we
will look consciously at the manner in which his life and teachings provide a basis for careful reflection about ethical issues and justice in the modern world. Students will develop their knowledge of the roots and significant features of the Judeo-Christian tradition, and will develop an understanding of the relationship between the principal teachings of this tradition and individual and cultural patterns of action. Competencies: Public Speaking and Civility. Prerequisite: Sophomore standing. Offered every year.

RELG 400. SPECIAL TOPICS.
Advanced study of a designated topic not otherwise covered in religion course offerings. Topics may include spiritual autobiographies, black theology, feminist theology, the church in the world, Latin America, or other topics. Competency: Writing. Prerequisite: Permission of instructor.
SERVICE-LEARNING

Any of the basic SVLN courses may be taken to fulfill Tusculum’s service-learning graduation requirement. The competencies of Self-Knowledge and Ethics of Social Responsibility will be addressed in each of these courses. The Public Speaking competency is addressed in several of these courses. Service-Learning courses have as prerequisite sophomore standing and successful completion of CMNS/SOCI 251.

They are to be undertaken within the year following the student’s completion of CMNS/SOCI 251 and before the beginning of the Senior year.

Additional opportunities to complete the graduation requirement may be offered. Presently, these include an international service-learning experience in Belize, a stay in a coal mining community in West Virginia, or, biannually, a trip to the Navajo Nation in Arizona. Participation in these courses is determined through an application process.

COURSE DESCRIPTIONS

SVLN 351/CMNS 351 SERVICE-LEARNING PRACTICUM. 2 semester hours.
This option is available during the summer and may be carried out in the student’s home community or elsewhere. Students will get experience putting the civic arts into practice by working at least 50 hours in service roles with environmental and non-profit community organizations with underserved populations. Academic class sessions held on three consecutive afternoons in Block 8, writing assignments and regular contact with the instructor will help students to gain the most benefit from their service placements. Offered every summer.

SVLN 352. ADVANCED SERVICE-LEARNING PRACTICUM. 2 semester hours.
Independently, students will build on their service-learning experience by completing at least 50 additional hours of service — either continuing a service placement or undertaking a new placement. Service placements may be on campus, in the surrounding region, in student’s home communities, or in other national or international areas. In addition, students will keep a journal of their service experience, attend sessions scheduled through the Center for Civic Advancement for reflection on that experience, and conduct research into the issues addressed by their service placement. Enrollment in the course occurs after a service-learning agreement is signed by the site supervisor for the placement. Credit is granted upon satisfactory completion of the service hours and the assignments, the final evaluation, and the objectives mutually established at the beginning of the placement. SVLN 352 may be completed within a block or over the semester. Prerequisite: SVLN/CMNS 351,
SVLN 354/CMNS 354. SERVICE-LEARNING IN NORTHEAST TENNESSEE.
Students may engage in a variety of service activities within the Greeneville/Greene County or Tri-Cities area. These activities involve issues of social justice, economic opportunity, environmental protection or restoration, education, or health and wellness. They may use community-based research techniques to identify community needs and help accomplish community goals. Readings, class sessions, journals and writing assignments will help the students learn from their service experiences. Competencies: Self-Knowledge, Ethics of Social Responsibility, and Public Speaking. Offered every year.

SVLN 355/CMNS 355. CIVIC ARTS PROJECT.
The Project allows students to put the Civic Arts into practice, providing practical experience with the kind of public problem-solving required by active and responsible citizenship. Independently, students will go through a process of 1) identifying a community need, 2) engaging in practical deliberation or problem-solving discussion with community members, and 3) working with those members to design and carry out a project that addresses the need. Projects may be undertaken by groups or by individuals. Students apply for approval through the Center for Civic Advancement. Students must develop a proposal for their projects, establish a Project Committee, engage in systematic reflection during the Project, and document their activity and their learning. Approval by their Civic Arts Project Committee is required. Competencies: Self-Knowledge and Ethics of Social Responsibility. Offered as needed.

SVLN 356/CMNS 356. SERVICE-LEARNING IMMERSION.
This course centers on travel to a setting outside Northeast Tennessee, where students will be immersed in a service experience. Travel may be to sites involving another culture. Working through a host organization, students will put in 70-100 hours of service. The service needed may involve issues of social justice, economic opportunity, environmental protection or restoration, education, or health and wellness. Readings and research before and after the trip will help students understand the issues they confront and the setting where they are offering service. Discussion and writing assignments will help students reflect on and learn from their service experiences. The process of living and working together and making collective decisions will be a laboratory for the practice of civility. Students should register for this course, but final participation is determined through an application process. Competencies: Self-Knowledge, Ethics of Social Responsibility, and Public Speaking. Offered at three or more sites every year.
SVLN 450. INDEPENDENT STUDY IN SERVICE-LEARNING.
This course provides additional in-depth experience in service-learning and/or the opportunity to research issues raised by the previous service-learning course. This offers a good opportunity for students interested in achieving honors level in the competencies addressed. Advance arrangements should be made with the instructor. Prerequisites: SVLN/CMNS 354, 355 or 356. Competencies: Self-Knowledge, Ethics of Social Responsibility, and Public Speaking. Offered as needed.
SOCIOLOGY

COURSE DESCRIPTIONS

SOCI 101. PRINCIPLES AND SOCIAL INSTITUTIONS.
Foundations of the sociological interpretations of human social life. Provides a critical review of the role of the selected social institutions of education: education, family, work, and religion. These institutions will be analyzed through the lenses of the mass media, culture, gender roles, group dynamics, and economics. Competency: Self-Knowledge. Offered every year.
The United States includes the fifth largest Spanish-speaking population in the world, and this country is situated in a hemisphere where Spanish is one of four major languages. Spanish study is an important component of the education of citizens interested in working effectively to improve their global awareness.

COURSE DESCRIPTIONS

SPAN 101-102. ELEMENTARY SPANISH.
Introduction to the elements of Spanish enhanced by video materials. Competency: Public Speaking. Offered every year.
SPECIAL EDUCATION

In keeping with the mission of the College, the goal of the Special Education Program is one of service to the community. The program is divided into two endorsement programs: The Modified/Comprehensive Program and Early Childhood Special Education Program. The Modified/Comprehensive Program leads to endorsement for licensure to teach special needs students in kindergarten through 12th grade. This program prepares teachers of students whose early needs focus on development of basic skills, those students who need educational programs that require an adaptation of the regular school curriculum, and/or students whose later needs focus on vocational and independent living skills. The Early Childhood Special Education Program leads to endorsement for licensure to work with very young special needs children and their families. Students may select the Modified/Comprehensive K-12 Program and/or the Early Childhood Special Education Pre/K-1.

To best serve the community, the Special Education Program seeks to integrate the knowledge and skills in general education, professional education, special education core, and concentrations with the Civic Arts philosophy of Tusculum. Prospective teachers will:

1. Demonstrate the knowledge and skills in human development and learning, including the study of individual differences.
2. Develop a broad knowledge of the field of special education, including a study of various handicapping conditions.
3. Demonstrate ability to initiate appropriate techniques to plan and implement successful programming for special needs students.
4. Demonstrate the ability to work collaboratively with colleagues, communicate effectively with parents, and positively influence the education of all children.

Students may elect programs leading to licensure for teaching Special Education Modified and Comprehensive, and/or teaching Early Childhood Special Education.

The coursework in Special Education involves extensive practicum experiences. Well planned practicums provide students with varied experiences that prepare them for successful student teaching.

1. Special Education, Modified and Comprehensive

This program is comprised of 150 semester hours with the optional courses for Early Childhood Special Education.

- Major - 49 semester hours
- Professional Education - 32 semester hours
- General Education - 69 semester hours
- Optional Courses for Early Childhood Special Education - 10 semester hours
Special Education Core (25 hours)
PHED 115 First Aid and CPR (1 hour)
PHED 170 Rhythms and Dance (1 hour)
PHED 360 Design/Methods Elem. PE (3 hours)
PSYC 200 Developmental Psychology
PSYC 305 Educational Psychology
SPED 350 Theory: Modified and Comprehensive (EC/K-4)
SPED 352 Developmental Disabilities
SPED 450 Theory Into Practice: Comprehensive (EC/K-4)

Modified and Comprehensive (20 hours)
EDUC 332 Children’s Literature
HGLN 307 Language Development and Emergent Literacy
HGLN 337 Assessment and Evaluation
SPED 101 Survey of the Regular and Special Populations Within the School Environment
SPED 351 Theory: Modified and Comprehensive (5-8/Sec)
SPED 453 Theory Into Practice: Comprehensive (5-8/Sec)

Professional Education Courses (32 hours)
EDUC 200 History and Philosophy of Education
EDUC 320 Classroom Discipline and Management
EDUC 416 Teaching Reading
EDUC 417 Teaching Language Arts
SPED 452 Student Teaching Seminar (4 hours)
SPED 458 Student Teaching: Mod/Comp K-12 (12 hours)

General Education Courses (69 hours)
BIOL 100 Introductory Biology or NSCI 100 Physical Science
CISC 100 Computer as a Tool
CISC 216 Computer as a Classroom Support System
ENGL 110 Composition and Rhetoric
ENGL 111 Composition, Rhetoric, and Research
EVSC 111 Environmental Science
GEOG 200 Introduction to Geography
HIST 101 or 102 The West and the World I or II
HIST 125 The People Shall Judge I
HIST 201 or 202 U.S. History I or II
HUMA 101 Our Lives in Community
MATH 102 College Algebra
MATH 215 Elementary Statistics
PSYC 101 Essentials of Psychology
RELG 302 Jerusalem
SOCI 101 Principles and Social Institutions
WCMC Public Speaking
Choose one of the following courses:
MUSC 101 Introduction to Western Music
THEA 104 Introduction to Theatre
VISA 110 Introduction to Art
Optional Early Childhood Special Education (10 hours)
FINA 310 The Arts and Childhood Learning
SPED 459 Enhanced Student Teaching: Infant/Toddler (6 hours)

2. Special Education Early Childhood PreK-1
This program is comprised of 149 semester hours with the optional courses in Early Childhood Education.
   Major - 45 semester hours
   Professional Education - 36 semester hours
   General Education - 69 semester hours
   Optional Course for Early Childhood Education - 3 semester hours

Special Education Core (25 hours)
PHED 115 First Aid and CPR (1 hour)
PHED 170 Rhythms and Dance (1 hour)
PHED 360 Curriculum Design/Methods Elem. PE (3 hours)
PSYC 200 Developmental Psychology
PSYC 305 Educational Psychology
SPED 350 Theory: Modified and Comprehensive EC/K-4
SPED 352 Developmental Disabilities
SPED 450 Theory into Practice EC/K4

Early Childhood Concentration (20 hours)
EDUC 332 Children’s Literature
FINA 310 The Arts and Childhood Learning
HGLN 307 Language Development and Emergent Literacy
HGLN 337 Assessment and Evaluation
HGLN 340 Learning Environments EC/PreK-4

Professional Education (36 hours)
EDUC 200 History, Philosophy and Principles of Education
EDUC 320 Classroom Discipline and Management
EDUC 416 Teaching Reading
EDUC 417 Teaching Language Arts
EDUC 452 Student Teaching Seminar (4 hours)
EDUC 453 Enhanced Student Teaching PreK-4 (6 hours)
SPED 101 Survey of the Regular and Special Populations Within the School Environment
SPED 459 Student Teaching: Infant/Toddler (12 hours)

General Education (69 hours)
BIOL 100 Introductory Biology or NSCI 100 Physical Science
CISC 100 Computer as a Tool (or test out)
CISC 216 Computer as a Classroom Support System
ENGL 110 Composition and Rhetoric
ENGL 111 Composition, Rhetoric, and Research
EVSC 111 Environmental Science
GEOG 200 Introduction to Geography
HIST 101 or 102 The West and the World I or II
HIST 125 The People Shall Judge I
HIST 201 or 202 U.S. History I or II
HUMA 101 Our Lives in Community
MATH 102 College Algebra
MATH 215 Elementary Statistics
PSYC 101 Essentials of Psychology
RELG 302 Jerusalem
SO CI 101 Principles and Social Institutions
WCMC 105 Public Speaking

Choose one of the following courses:
MUSC 101 Introduction to Western Music
THEA 104 Introduction to Theatre
VISA 110 Basic Concepts of the Visual Arts

Optional Early Childhood PreK-3
PHED 260 Contemporary Health Issues

Special Education Early Childhood Minor
Grades PreK-1
28 Total Hours
EDUC 307 Language Development/Emergent Literacy
EDUC 332 Children’s Literature
HGLN 337 Assessment and Evaluation
HGLN 340 Learning Environments in Early Childhood
SPED 350 Theory: Modified & Comprehensive EC/K4
SPED 352 Developmental Disabilities
SPED 450 Theory into Practice EC/K4

The Special Education Early Childhood minor may be added to any existing School of Education Major with Licensure. All listed courses are required for the minor; however, some course requirements may be accomplished through preparation for a particular major.

Special Education Modified & Comprehensive Minor
Grades K-12
40 Total Hours
EDUC 307 Language Development/Emergent Literacy
EDUC 332 Children’s Literature
HGLN 337 Assessment and Evaluation
EDUC 416 Teaching Reading
EDUC 417 Teaching Language Arts
SPED 350 Theory: Modified & Comprehensive EC/K4
SPED 351 Theory: Modified & Comprehensive (5-8/Sec.)
SPED 352 Developmental Disabilities
SPED 450 Theory into Practice EC/K4
SPED 453 Theory into Practice: Modified & Comprehensive (5-8/Sec.)

The Special Education minor may be added to any existing School of Education Major with Licensure. All listed courses are required for
the minor; however, some course requirements may be accomplished through preparation for a particular major.

**Course Descriptions**

**SPED 101. SURVEY OF THE REGULAR & SPECIAL NEEDS POPULATION WITHIN THE SCHOOL ENVIRONMENT.**
The pre-service education student will develop an understanding of the characteristics of the school environment and the relationship of that school environment to the total school system: local, state, and federal. In addition, the pre-service student will focus on developing the professional ‘self’ called teacher. Finally, pre-service students will survey those elements within the school that foster the education of regular and special school populations within the school. Practicum included. Students will study current practices, issues, and trends in Special Education Law and Policy to prepare to serve the special needs population in regular and special education school environments. Competency: Writing. Offered every year.

**SPED 350. THEORY MODIFIED AND COMPREHENSIVE EC/K-4.**
**SPED 351. THEORY MODIFIED AND COMPREHENSIVE 5-8/Sec.**
The two courses, SPED 350 & 351, are specifically designed for pre-service teachers working with the student with mild handicaps and the student who has moderate to severe handicaps. The first course will focus on the young child from birth, through early years and into school. The second course will be directed to the child in the middle school years and high school. Students will have opportunities to study classical theory as well as reviewing current literature. While this course is not tied to a practicum, pre-service teachers will observe children at different age levels and exhibiting various differences. Students will have opportunities to speak with community and school personnel that serve children with mild and moderate to severe handicaps. Competency SPED 350: Public Speaking. Offered every other year.

**SPED 352. DEVELOPMENTAL DISABILITIES.**
This course is presented in a seminar format and provides the student with an opportunity to have a hands-on experience with the therapists presenting the seminar. Among such professionals will be an occupational and physical therapist, speech therapist, and for the young child, the developmental specialist. These courses include clinical experiences in various settings, including the school, giving continuity to the seminar. The focus is on individuals with severe handicapping conditions that require occupational and physical therapy and speech therapy. Competency: Public Speaking. Prerequisite: SPED 350 or SPED 351. Offered every other year.
SPED 354. STRATEGIES FOR THE EARLY CHILDHOOD SPECIAL NEEDS STUDENTS.
This course is designed for pre-service teachers working with the student with mild handicaps and the student who has moderate to severe handicaps. The course will focus on the young child from birth through early years and into school. Through varied practicum experiences the pre-service teacher will have the opportunity to observe the young special needs children in home, school, and other settings. The pre-service teachers will study the methods of developing skills in these diverse learners as well as working with the students as they learn the skills. The pre-service teachers will be able to identify the community and school resources for gaining support and skill development for their special needs children. Competency: Public Speaking. Prerequisites: EDUC 200 and SPED 101. Offered every other year.

SPED 355. TRANSITION STRATEGIES FOR THE SPECIAL NEEDS STUDENT.
This course will encompass the critical area of transition for the mild and moderate to severely handicapped special education student. The pre-service teacher will, through a variety of classroom and practicum experiences, demonstrate the ability to identify and develop appropriate transition goals for the student. The candidate will through varied practicum experiences develop a working knowledge of the services available to this population, as well as the skills needed by the special needs student to become a productive member of society. Candidates will collaborate with the supervising teachers to develop a knowledge basis for linking students and families with services ranging from assisted work environments to college application and other accommodations. Candidates will demonstrate the ability to develop sound transition plans by participating in the IEP process for students transitioning from middle school level to high school and from high school to society. Competency: Critical Thinking. Prerequisites: EDUC 200 and SPED 101. Offered every other year.

SPED 450. THEORY INTO PRACTICE-MODIFIED/COMPREHENSIVE EC/K-4.
SPED 453. THEORY INTO PRACTICE-MODIFIED/COMPREHENSIVE 5-8/Sec.
The pre-service student will work in settings in the community and school system. The purpose of this course is to provide students with opportunities to work with children whose handicapping conditions are so severe that they are unable to participate in the mainstream under usual circumstances and without an attempt by educators to adapt the environment. Pre-service students will study current practices in vocational development, career planning, independent living and leisure time activities. While these courses are practicum focused, the pre-
service teacher will be responsible for completing a review of the literature regarding current practices for the moderate to severely handicapped student. The instructor for this course will participate in field activities with students. Classes will be held in Seminar format. In SPED 450 the pre-service teacher will work in programs that serve the birth to three years of age population, the preschool population, and early school population. Pre-service teachers registered for SPED 453 will assist school personnel with transition programs in the Secondary school. Competency: Public Speaking. Prerequisites: SPED 350 for 450, SPED 351 for 453. Offered every other year.

SPED 451. EDUCATING THE GIFTED STUDENT. This course is designed to provide the special education major with expertise in working with gifted children in the public school. The pre-service teacher will gain knowledge and experiences critical to the education of the gifted student. Emphasis on identification, criteria for certification, and assessment will provide the student with an understanding of the specific needs of the gifted student. Teaching strategies that address higher order thinking skills, abstract reasoning, analytical and critical thinking, will be introduced. Candidates will examine the aspect of multiple intelligences and the gifted student. Collaboration with the regular classroom teacher will be addressed through practicum experience. The candidate will demonstrate through the practicum experience the ability to create learning opportunities that will challenge and engage the gifted student, as well as the highly functioning non-certified students in the regular classroom. Competency: Analytical Reading. Prerequisites: EDUC 200 and SPED 101. Offered every other year.

SPED 455. THE CONSULTING TEACHER MODEL. This course will provide a framework for the pre-service teacher in the area of special education consultation. The candidates will gain knowledge and experience in addressing the needs of students with specified learning disabilities from mild to moderate and severe in reading, written expression, mathematics, auditory processing, as well as behavioral disorders. Strategies for early recognition, referral, assessment, and intervention will be the major focus of this course. The candidates will demonstrate an understanding of the needs of the students with specific learning disabilities as well as strategies for collaborating with the regular classroom teacher to facilitate the success of this special education population. The candidate will also develop a knowledge base for addressing the needs of the students served under Section 504 with accommodations for health issues as well as Attention deficit Disorder. Candidates will demonstrate the ability to develop appropriate learning goals and objectives through the completion of an IEP as well as a 504 Accommodation plan. The candidate
will also examine the mandates addressing the assessment of this target population by the No Child Left Behind legislation. Competency: Public Speaking. Prerequisites: EDUC 200 and SPED 101. Offered every other year.

SPED 458. ENHANCED STUDENT TEACHING (K-12). 12 semester hours.
Full-time teaching experience in two regular placements (elementary and high school grades) in accredited schools under the direction of selected classroom teachers and a campus supervisor.

SPED 459. ENHANCED STUDENT TEACHING: INFANT AND TODDLER. 6 semester hours.
Full time teaching experience in two regular placements in accredited schools under the direction of selected classroom teachers and a campus supervisor.
SPORT MANAGEMENT

Please see the PHYSICAL EDUCATION section of the catalog.
THEATRE

Students at Tusculum are encouraged to participate in theatrical productions as well as numerous other dramatic activities sponsored by Tusculum Arts Outreach. Facilities include the 700-seat Annie Hogan Byrd Auditorium and the 200-seat David F. Behan Theatre.

COURSE DESCRIPTIONS

THEA 104. INTRODUCTION TO THE THEATRE.  
A survey course to acquaint the student with our cultural heritage in the theatre. Units covered include history, roles of various theatre artists, theories and structures of drama, and the basic fundamentals and techniques of acting. Topics are covered through lecture, assigned reading, and student participation. Offered every year.

THEA 190. THEATRICAL PRODUCTION. 1 semester hour.  
This course entails a minimum of 40 hours work in some combination of acting, set construction, make-up, costume, lighting, or other technical support connected with a college theatrical production. Note: a maximum of 8 semester hours credit in THEA 190 may apply toward graduation.
The Visual Arts Program is designed to prepare students for various careers in art; the commercial arts field as graphic designers and commercial artists, the fine arts field as working artists, or the educational field as art teachers. There are three areas of concentrated study within the Visual Arts Program. They are Graphic Design, Fine Arts, and Art Education. In their second year at Tusculum, all art majors select one specific area from the three areas of concentrated study within the Visual Arts Program. This three-leg structure is designed so that students receive more concentrated training in their specific area of interest within the broad field of art. During their four years at Tusculum College, students in the Visual Arts Program build a strong base of knowledge necessary for graduate school.

In addition to the three major areas of concentrated study, the Visual Arts Program offers an Art Minor to student interested but not majoring in art. The Art Minor is designed to compliment and enhance a Tusculum student’s education within his or her chosen major field of study. Currently the Museum Studies Program is requiring Visual Arts courses as part of the minor they offer.

Students who choose the concentrated Graphics Design area of study are introduced to commercial typographic, graphic design, and layout considerations, as well as commercial illustration. The use of computers to produce various publications and to produce layout work and digital artwork is covered. Special consideration is given to the development of skills and ideas relating to the commercial applications of art. Internship opportunities with regional advertising, graphic design, and commercial art businesses are possible as part of our upper level course offerings to our Graphic Design concentration majors.

Students who choose the concentrated Fine Arts area of study are grounded in foundation level courses. These courses teach the language and paradigm of the art world. Students are exposed to the flow of ideas and to the history of art studied through the artists and artwork our world’s cultures have produced. They progress through the beginning, intermediate, and advanced levels of studio courses we offer and that appeal to them. Our studio course structure is designed to first expose students to the fundamentals of working with a particular medium such as oil paint. Then in upper level courses, students push forward their command of art and increase their ability to use a medium by learning more advanced techniques and developing higher levels of skill, control, and personal investment.

Students desiring K-12 licensure for teaching art in a public or private school system can complete the course requirements specified below under the “Art Education Concentrated Area of Study” heading. The Visual Arts Department works closely with our Tusculum
College Education School to ensure that teaching licensure requirements are met with this Visual Arts Program concentration area.

As a degree requirement, all Visual Art majors regardless of their concentrated area of study, must prepare and install an exhibition of their work during the last semester of their studies before graduating from Tusculum College.

Art majors have an opportunity to volunteer working in a Visual Arts Department sponsored activity off campus at the Greene Valley Development Center, an educational center meeting the needs of developmentally disabled adults. Greene Valley and Tusculum College work collaboratively on therapeutic art activities involving students from both facilities. It is one of the ways the Visual Arts Program involves art majors in the civic arts mission of this college.

Facilities for the Visual Arts program are housed within the Shulman Center, the Annie Hogan-Byrd Fine Arts Building, and the Art Annex on the Tusculum campus. Lecture-based courses, computer-based courses, and foundation courses are typically taught in the Shulman Center. Most studio courses are taught across the campus in the Art Annex.

The Annie Hogan-Byrd Fine Arts Building is the home of the Allison Fine Arts Gallery. This is an on-campus art gallery with an educational mission to expose all Tusculum College students to contemporary fine art. This mission specifically applies to our Tusculum art majors who can choose to become involved in some of the curatorial responsibilities associated with any fine arts gallery. There are approximately eight art exhibitions organized and presented to the public during each academic school year.

Seven Visual Arts courses required for the two non-education art concentrations:
VISA 110 Introduction to Art
VISA 111 Basic Design
VISA 121 Color Theory
VISA 203 Basic Drawing
VISA 304 Ancient through Renaissance Art
VISA 308 Baroque through Modern Art
VISA 400 Portfolio and Exhibition

Course Outline for the Graphic Design Concentrated Area of Study
VISA 214 Computer Graphics/Desktop Publishing
VISA 217 Graphic Design I
VISA 317 Graphic Design II
VISA 319 Publication Design
VISA 417 Graphic Design III
choose three electives from the following list:
VISA 211 The Art of Photography
Course Outline for the Fine Arts Concentrated Area of Study
VISA 292 Therapeutic Art Activities
VISA 233 Intermediate Drawing
VISA 430 Art History Research
choose four electives from the following list
*two courses must be sequential
VISA 211 The Art of Photography
VISA 212 Painting I
VISA 213 Sculpture I
VISA 214 Computer Graphics/Desktop Publishing
VISA 215 Ceramics I
VISA 216 Printmaking I
VISA 312 Painting II
VISA 313 Sculpture II
VISA 315 Ceramics II
VISA 316 Printmaking II
choose one elective from the following list:
VISA 412 Painting III
VISA 413 Sculpture III
VISA 415 Ceramics III
VISA 416 Printmaking III
TOTAL: 60 credit hours

Course Outline for the Art Education Concentrated Area of Study
The following program leads to licensure for teaching the Visual Arts in grades K-12 and is composed of 161 credit hours as follows:
Visual Arts Education Major Curriculum (52 hours)
VISA 111 Basic Design
VISA 203 Basic Drawing
VISA 212 Painting I
VISA 213 Sculpture I
VISA 214 Computer Graphics/Desktop Publishing
VISA 215 Ceramics I
VISA 216 Printmaking I
VISA 304 Ancient through Renaissance Art
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VISA 308 Baroque through 20th Century Art
VISA 327 Art Development in Elementary Grades
VISA 328 Art Development in Middle and Secondary Grades
VISA 400 Portfolio and Exhibition

choose one from the following list:
VISA 312 Painting II
VISA 313 Sculpture II
VISA 315 Ceramics II
VISA 316 Printmaking II

Professional Education Curriculum (40 hours)
EDUC 200 History and Philosophy of Education
EDUC 320 Classroom Discipline and Management
HGLN 337 Assessment and Evaluation
HGLN 341 Learning Environments K-8 or
EDUC 342 Learning Environments K-12
EDUC 419 Content Area Reading
EDUC 452 Student Teaching Seminar
EDUC 456 Enhanced Student Teaching: Secondary
SPED 101 Survey of the Regular and Special Population Within the School Environment

General Education Curriculum (65 hours)
CISC 100 Computer as a Tool
CISC 216 Computer as a Classroom Support System
ENGL 110 Composition and Rhetoric
ENGL 111 Composition, Research, and Rhetoric
EVSC 111 Environmental Science
HIST 101/2 The West and WWI (or WWII)
HIST 125 The People Shall Judge I
HIST 201/2 U.S. History I (or II)
HUMA 101 Our Lives in Community
MATH 102 College Algebra
MATH 215 Statistics
PSYC 101 Essentials of Psychology
PSYC 200 Developmental Psychology
PSYC 305 Educational Psychology
RELG 302 Jerusalem
SOCI 101 Principles and Social Institutions
VISA 110 Introduction to Art
WCMC 105 Public Speaking

Visual Arts Minor
VISA 110 Introduction to Art
VISA 203 Basic Drawing
VISA 212 Painting I
VISA 308 Baroque through 20th Century Art
choose one from the following:
VISA 213 Sculpture I
VISA 215 Ceramics I

choose one from the following:
VISA 211 The Art of Photography
VISA 216 Printmaking I

TOTAL: 24 credit hours

Course Descriptions

VISA 110. INTRODUCTION TO ART.
This course presents the vocabulary, terminology, history, and paradigm of the art world. Material covered includes principles and concepts used in the visual arts, visual communication and visual language, an examination of forms of expression through various media, and a survey view of art history. Competency: Writing. Offered every year.

VISA 111. BASIC DESIGN.
This is an entry-level art foundation course. In this course students are presented with design problems along with a number of successful approaches that can be used to discover creative solutions to visual problems. The focus is on the manipulation of line, shape, value, color, light, and texture in 2-D space to express elementary principles of design. Competency: Critical Thinking. Offered every year.

VISA 121. COLOR THEORY.
This course is an introduction to the principles of color theory as they relate to the visual arts. Students will be exposed to the additive/subtractive color system as it relates to mineral-based pigments. Various media will be used. Competency: Critical Analysis. Offered every year.

VISA 203. BASIC DRAWING.
This course is designed for students who have had little or no previous drawing experience. Students will draw traditional subjects such as still life compositions, landscapes, and the human figure. Exercises and assignments will emphasize how to “see” rather than how to make. Competency: Critical Thinking. Offered every year.

VISA 211/MASS 211. THE ART OF PHOTOGRAPHY.
An introduction to black and white photography, its basic methods, and darkroom techniques. The course will also include explanations of the different types of cameras, lenses, light, film, and photographic chemicals. Students will be charged a $35.00 lab fee to defray costs of materials. Competency: Public Speaking. Offered every year.

VISA 212. PAINTING I.
This course is designed for students with minimal painting experience.
A variety of techniques and different working styles in oil paint will be covered. Traditional subjects including the human form will be explored. A studio fee will be charged. Prerequisites: none, but VISA 111 and VISA 121 will be very helpful. Competency: Critical Thinking. Offered every other year.

VISA 213. SCULPTURE I.
This course is designed for students with no previous sculpture experience. It is an introduction to basic sculptural methods. Methods covered are additive, subtractive, manipulative, and substitutive material handling. A studio fee will be charged. Competency: Critical Thinking. Offered every other year.

VISA 214. COMPUTER GRAPHICS AND DESKTOP PUBLISHING.
This course teaches the use of software programs to create illustrations, graphics, and lay-out designs using the computer as a creative tool. Students will be using scanners, printers, and digital cameras as well. A fee covering the cost of printer ink will be charged. Competency: Critical Thinking. Offered every other year.

VISA 215. CERAMICS I.
This course is designed for students with little previous studio experience. Hand-built and wheel throwing techniques, glazing, and firing techniques are covered. A studio fee will be charged. Competency: Critical Thinking. Offered every other year.

VISA 216. PRINTMAKING I.
This is the companion course to VISA 316. Two of four traditional printmaking methods will be taught, screen printing and lithography. The VISA 316 course will cover two additional printmaking methods. A studio fee will be charged. Prerequisites: none, but VISA 111 and VISA 121 are recommended. Competency: Critical Thinking. Offered every other year.

VISA 217. GRAPHIC DESIGN I.
This is a beginning graphics course. Students produce work primarily by manipulating typographic elements that impact the design of 2-D space. Font families and styles are examined. Prerequisites: none, but VISA 111 and VISA 121 will be very helpful. Competency: Critical Thinking. Offered every year.

VISA 233. INTERMEDIATE DRAWING.
This course is a continuation of the disciplined approach in VISA 203. Black and white media is emphasized. More complex pictorial and spatial problems are explored with more freedom for conceptual work and personal expression. Prerequisites: VISA 111 and VISA 203. Competency: Critical Analysis. Offered every other year.
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VISA 292. THERAPEUTIC ART ACTIVITIES.
Students help develop and participate in art-based activities aimed at increasing developmentally disabled adult’s verbal and social skills, eye/hand coordination, and manual dexterity. Activities are designed to foster interactive and collaborative solutions between students and the developmentally disabled. This course spans a full semester. Competencies: Ethics of Social Responsibility. Offered on demand.

VISA 304. ANCIENT THROUGH RENAISSANCE ART.
This course is a survey of Western Art from prehistoric time through the 16th Century. It presents a chronology of art and cultural history as well some of the people and forces that shaped societies during this span of time. Competency: Writing. Offered every other year.

VISA 308. BAROQUE THROUGH TWENTIETH CENTURY ART.
This course is a survey of Western Art from the 16th Century to the present. The artists, artwork, art movements that happened during this span of time are covered. Competency: Writing. Offered every other year.

VISA 311/MASS 311. PHOTOJOURNALISM.
An intermediate-level photography course with an emphasis on photography as a medium of communication through content and technique. Students will be charged a $35.00 lab fee to defray costs of materials. Competency: Public Speaking. Prerequisite: MASS 215 or permission of instructor. Offered every other year.

VISA 312. PAINTING II.
This course presents more advanced oil painting techniques. It allows students more freedom to explore their personal artistic esthetic while continuing to exercise the fundamentals of oil painting. A studio fee will be charged. Prerequisite: VISA 212. Competency: Critical Analysis. Offered every other year.

VISA 313. SCULPTURE II.
This course encourages students to explore more in-depth 3-D design possibilities using various sculptural materials. Students are encouraged to explore a more complex interpretation of material and subject. A studio fee will be charged. Prerequisite: VISA 213. Competency: Critical Analysis. Offered every other year.

VISA 315. CERAMICS II.
Students are given the opportunity to further develop their pottery skills, building on what was presented in VISA 215. Advanced glazing techniques and alternative firing methods are presented. A studio fee will be charged. Prerequisite: VISA 215. Competency: Critical Analysis. Offered every other year.
VISA 316. PRINTMAKING II.
This is the companion course to VISA 216. Etching and relief block printing will be taught. A studio fee will be charged. Prerequisites: none, but VISA 111 and VISA 121 are recommended. Competency: Critical Thinking. Offered every other year.

VISA 317. GRAPHIC DESIGN II.
This is a design course covering graphic design, typography, and layout considerations using computers and software to find solutions. Projects stress a practical, creative process involving brochure and pamphlet design, poster and cover design, and other commercial related activities. A fee will be charged to cover the cost of printer ink. Prerequisite: VISA 217. Competency: Critical Analysis. Offered every other year.

VISA 319. PUBLICATION DESIGN.
This course focuses on developing solutions to design and layout problems associated with the production of newspaper and magazine pages. Computer illustration is presented as well. A fee will be charged to cover the cost of printer ink. Prerequisites: VISA 111 and VISA 214, or permission of the instructor. Competency: Critical Thinking. Offered every other year.

VISA 327. ART DEVELOPMENT IN ELEMENTARY GRADES.
This course is an introduction to various themes, media, techniques, curricula, and development of sequential lesson planning in the arts. Prerequisites: EDUC 200, VISA 111, or permission of the instructor. Competency: Writing. Offered on demand.

VISA 328. ART DEVELOPMENT IN MIDDLE AND SECONDARY GRADES.
This course covers curriculum development in the arts and the use of media and techniques appropriate for middle and secondary grades. Prerequisites: EDUC 200, VISA 111, or permission of the instructor. Competency: Writing. Offered on demand.

VISA 400. PORTFOLIO AND EXHIBITION.
This course is designed to teach students how to organize and present their professional credentials for art-related employment. Students must also organize and present an exhibition of their artwork in a public forum. This course spans a full semester. Prerequisites: must be a senior standing art-major during the last semester of class-work. Offered on demand.

VISA 412. PAINTING III.
This course is offered for those students who are interested in using painting as their primary expressive medium. Personal vision and ar-
tistic esthetics are stressed. It is expected advanced students will supply their own materials. No studio fee will be charged. Prerequisite: VISA 312. Competency: Critical Thinking. Offered every other year.

VISA 413. SCULPTURE III.
This is an advanced 3-D course that expects sculpture students to find a more complex interpretation of space, material, and subject. Personal expression is stressed. A sculpture materials fee will be charged. Prerequisite: VISA 313. Competency: Critical Thinking. Offered every other year.

VISA 415. CERAMICS III.
Students will continue developing their skills as a potter. More complex work is expected. A strong focus will be on a student’s personal direction and creative expression using clay. A studio fee will be charged. Prerequisite: VISA 315. Competency: Critical Thinking. Offered every other year.

VISA 416. PRINTMAKING III.
This course is allows a student to choose any one of the four traditional printmaking techniques and explore more advanced techniques using that medium. Digital print technology will be explored and used to create mixed-method fine art prints. A studio fee will be charged. Prerequisites: VISA 216 and VISA 316. Competency: Critical Thinking. Offered every other year.

VISA 417. GRAPHIC DESIGN III.
This is an advanced computer-based graphics course emphasizing real-world assignments. Class structure will more closely resemble on-the-job working situations in advertising or commercial graphics companies. A fee to cover the cost of printer ink will be charged. Prerequisites: VISA 317. Competency: Critical Thinking. Offered every year.

VISA 430. ART HISTORY RESEARCH.
This course gives upper level students an opportunity to continue their study of art history as well as other art-related subjects. Students meet with the instructor to define a topic, then to have their research monitored. At the conclusion of the course students must submit a research paper covering the topic outlined. Prerequisites: the successful completion of two 300 level VISA courses, approval from the Chair of the Department and the instructor. Offered on demand.

VISA 440. SPECIAL STUDIO PROBLEMS.
This course is designed for art students who have taken all courses offered in a particular medium and want to continue with their work and exploration. Assignments will be independent studio projects designed by the student and approved by the instructor. May be repeated
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for credit. Prerequisites: Permission of Department chair and the instructor. Offered on demand.

VISA 451. GRAPHIC DESIGN INTERNSHIP.
An off-campus working experience in a graphics or commercial art business specifically designed for graphics majors. A journal and paper is required of all student participants. Prerequisite: Senior standing with permission from Department Chair and the instructor. Competency: Self-Knowledge. Offered on demand.